

SASKATCHEWAN *Recreation*



Arts - Handicraft - Drama - Music - Athletics - Forums - Films

WINTER 1950

Saskatchewan Recreation

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E. W. Stinson,
Director

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Editor

WINTER, 1950

Director's Corner

With the temperature about twenty below outside and barely above freezing in this office, it is difficult to turn one's thoughts to summer and to preparations for summer school. However, plans are being made and it is likely that two full classes and two half classes in Physical Education will be offered this summer at the University. The old stand-bys, Phys. Ed. S-11 and S-12 are being polished up for another session and two half classes are being added. Education 28A, Health Education, and Education 28B, Community Recreation, are the newcomers. As these subjects were previously included in S-11 and S-12, there has been some re-arrangement of time in the latter classes. Education 28B lists previous physical education, drama, or arts and crafts classes as prerequisites. The classes this summer will be under the direction of Professor Bill Neale of the University Physical Education Department with assistance from the Physical Fitness and Recreation Division. Practically all of last year's instructors are being contacted in the hopes that they will again be available.

Of a more seasonal nature is the information that the National Fitness Division and the National Film Board are at work on a new series of instructional films on hockey. Copies of the proposed scripts have been forwarded to each provincial director with the request that he convene a local committee to meet and review the scripts before they are finalized. The Saskatchewan committee consisting of Al Ritchie, Clarence Mahon, Beatty Ramsay, Mike Kartusch, and Jack Staples met shortly after Christmas. All were favorably impressed with the proposed outline for the films. It is hoped that production will start in February, which should make the finished product available for use next fall and winter. Included in the series are reels on Skating, Stickhandling, Shooting, Passing, Goaltending, Offensive Play, Defensive Play, and Officiating. They could be most useful.

We are sorry to report the departure of one of our clerical staff who has received a promotion to a higher position. Theresa Jaworski (Red, to most), who will be known to some of you as the summer school steno, left on a transfer to the Department of Co-operation. Good luck 'Red'. To make up for some of the departures, the Jack Wilkies came up with a brand new member of the division named James Calvin, born Nov. 29.

We are still on the look-out for replacements for vacant Field Representative positions. The qualifications required are: University graduation with courses in Education, Physical Education, or Recreation; a valid teacher's certificate for the Province of Saskatchewan; and related experience along with a general knowledge of and interest and proficiency in recreational activities. Persons interested may receive further information from this office or from the Public Service Commission, Regina.

To one and all a most successful New Year.

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Photographs through the courtesy of National Film Board, Provincial Red Cross, Saskatoon Star-Phoenix, Saskatchewan Farmer and Saskatchewan Film Board.

RECREATION—

A Way of Life

by DR. DORIS W. PLEWES

Assistant Director, Physical Fitness Division,
Department of National Health and Welfare

For thousands of years human beings lived an OUTDOOR life, hunting, fishing and tilling the soil. Even if they did fall prey to hazards of their primitive existence at an early age, they were stalwart and strong, agile and alert—drinking deeply of life while it lasted.

But—that was long ago. For the past several generations man, in the mass, has been cooped up in factories, in offices and in cramped habitations, living almost constantly in a crowd; rarely, except for the few who farmed, fished or foraged afield, getting out into the great wide-open spaces.

Is it any wonder that, fenced about in this fashion, the great majority of human beings have developed manifold maladies, many of them beyond the fathomings of medical science, or, that so many have acquired all sorts of ill of mind as well as of body?

Prior to the machine age, man's work provided him with the satisfaction of personal accomplishment. He could make things, after his own fashioning. Today, on the assembly line and in the routine of business and—yes—even of the professions—he has little or no opportunity for expressing his individuality. In only a few types of work can he use that most precious talent—creative genius.

So, then, we have a two-fold problem—**confinement of person—curtailment of expression.** What a sorry plight!

It all seems to boil down to this: we have mastered the science of existence,—the “business of living”, but, somehow, we have not yet acquired the “art of living”. Relatively few people have achieved a satisfying, as well as a profitable, existence.

Well . . . is there an answer. In spite of all the restrictions, responsibilities and demands of modern conditions, can the average person find for himself the fuller life?

Yes—happily—there is something we can do,—all of us, in some useful de-

gree. We can truly **LIVE IN OUR LEISURE.** We can, in a word, turn to **RECREATION.**

Just say it over to yourself—that word **RE-CREAT-ION.** You will understand it then, as perhaps, you had not thought of it before. Here, in a nutshell, you see, is an answer to our two-fold affliction. Recreate means to build up—rebuilding mind as well as body. And note the emphasis on **CREATION!** Building, making, creating and, in the process, getting the most out of life.

The value of recreation lies in the improved living it promotes. Men, women and children must use their minds, their muscles, their emotions and their spirits, if they would live abundantly.

As pioneers in a new land, Canadians have, in a comparatively short time, made an outstanding success of the “business of living.” But, indeed, “Man does not live by bread alone.” So, their present task is to develop the “art of living,” and, by adopting recreation as a way of life, they can achieve the fullest returns in health and happiness.

Canada is a natural playground, offering maximum opportunity for the enjoyment of leisure. The many thousands of our people who participate in sports and games, who develop their creative talents in the arts and crafts, who find satisfaction in music and the drama, who give full rein to their hobbies, and who make the most of this land so richly endowed with sunshine, forests, mountains, rivers and beaches, they symbolize a new era—which is finding in recreation a more satisfying way of life.

Since recreation concerns an aspect of living affecting the welfare of Canada's people so vitally, you will not be surprised to learn that government agencies have been established, at the national and the provincial levels, for the guidance, co-ordination and stimulation of Recreation, as an essential

means of attaining and maintaining Fitness.

During the past few years, concepts and interpretations of recreation have been broadened and deepened. Initiated in 1937, the Dominion-Provincial Youth Training Plan, limited the scope of its recreation programme and confined its application to unemployed youth between sixteen and thirty years of age.

Later, faced with problems growing out of the war, the general interpretation of recreation was broadened still further to include a wider variety of activities and extended to apply to all Canadians.

As a result of the expansion of recreational activities—under both public and private agencies, during the past three decades, the significance and importance of recreation became better understood and appreciated.

While the National Physical Fitness Act was passed during the war, it was not legislation arising from the war. Actually it resulted from the studies carried on by the Health Committee of The League of Nations. The purpose of the Act was to provide for the health of the people of Canada by increasing the fitness of the nation, Fitness to be interpreted in the broadest sense.

By putting the National Physical Fitness Act on the statute books in 1943, and making money available to the provinces on a continuing basis, parliament encouraged some provinces to begin physical fitness and recreation programmes and aided others in extending work, already begun.

Thus, the passing of the Fitness Act indicated a marked advance in social planning for citizenship. The outstanding feature of this plan was its definitely democratic form of administration and its provision for a wide variety of interpretations by the provinces. You

(Continued Next Page)

ABOUT THE COVER

Our cover picture this winter shows Francis McCallion in action. Francis, aged nine years, is goalie for the Sacred Heart "Fighting Irish" team in the Mite "B" League of Regina City Parks Hockey League.

Recreation—

A Way of Life

(Continued from Page 1)

will be interested to know that the Government of Canada was given a citation by the American Academy of Physical Education—highest authority in the field of physical education and recreation in the United States of America. This rare award cited Canada's courage and foresight for pioneering in democratic legislation in the field of fitness and recreation.

The National Physical Fitness Act is administered by the Department of National Health and Welfare whose Physical Fitness Division serves as a clearing house among the provinces for the latest information on fitness, recreation, community centres, physical education, sports, drama and kindred activities. It keeps in touch with the latest developments abroad, as well as in Canada, and circulates information concerning these. To promote various aspects of fitness the division utilizes, whenever possible, the educational media offered by daily and weekly newspapers, magazines and technical publications, pamphlets, radio and films.

The Physical Fitness Division provides for Fitness and Recreation, a service similar to that which the Health Divisions do for their respective fields. A beginning has been made, but it must be admitted that only the surface of possibility and need has been scratched in providing public recreation services for all the people.

Three films in a series on Recreation have been produced by the National Film Board in co-operation with the Division of Physical Fitness. The purpose of the first film entitled "Fit for Tomorrow" is to introduce the series and provide information about legislation and government organizations. It surveys the growth of interest in the use of leisure time that resulted in the enactment of the Physical Fitness Act in 1943, and demonstrates the functions of each of the three levels of government, Federal, Provincial, and Municipal, in administering the Act.

The second film "Fitness Is a Family Affair" shows how the success of co-operative planning for recreation in one family radiates to include a neigh-

bour family and finally the whole neighbourhood.

The third film, "When All the People Play" is directed toward the small village, in relation to the neighbouring rural areas. It shows what can be done when a whole district co-operates under qualified leadership to provide satisfying recreation for everybody.

The Division has established a Preview Film Library of instructional and promotional films concerned with all aspects of recreation—physical recreation, camping, fine arts, handicrafts, hobbies, music, theatre arts and children's behaviour problems.

Then, there is the National Council on Physical Fitness, an advisory body appointed by the Governor-General-in-Council, which meets twice each year to discuss the overall programme and to advise the Minister of National Health and Welfare on various aspects of it.

The actual promotion of physical fitness and recreation programmes is a provincial or local responsibility. In some provinces, the work is carried on as a part of the activities of the Department of Health, in others, it is administered by the Department of Education.

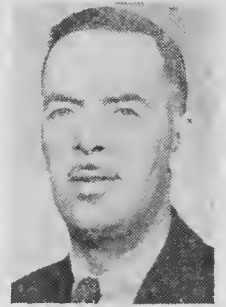
Private agencies pioneered in the field of organized recreation. Their efforts provided Canadians with an example of what satisfying Recreation Programmes could mean in the life of the individual. All persons interested in the extension of recreation services for all the people appreciate the splendid contribution which the private agencies have made.

Today, Recreation has come of age as a profession. While volunteers will always be the mainstay of the programme, the recruitment and training of professional leaders of leisure is of vital importance. Attitudes and points of view are infectious. As the leader is, so will the group become. Since the professional recreation worker is, in very truth, a leader of leaders, the matter of his recruitment and training is one of national concern. Recreation Leadership can not be learned as a trade—it involves more than an assortment of highly developed skills.

Within reasonable limits, the people of Canada can have whatever quality of leadership they are ready to pay for. The present situation challenges Canadians to see that they obtain the ser-

EASTWARD HO!

Many of you undoubtedly have listened to the program, "Recreation is Fun", heard over station CHAB Saturday mornings. Perhaps some of you have read and used the booklets, "Recreation is Fun", and, "Favorite Games of Prairie People".



Others in Moose Jaw and vicinity likely have participated in activities organized by the city recreation division. All of these people will join with us in expressing our regret at learning of the departure of the person responsible for the above activities. Mr. Alex Sinclair, Recreation Superintendent, City of Moose Jaw for the past five years, has resigned his position to take up similar work in Peterborough, Ontario. It is an advancement for Alex, but a loss for Moose Jaw as well as for those who listened to his radio program, read his booklets, and met with him at recreation conferences, basketball tournaments, track and field meets, and play days.

During his time as recreation superintendent for Moose Jaw the recreation program expanded greatly in terms of both participants and facilities. Alex achieved a number of 'firsts' in the provincial recreation field. He was the first of the various city recreation directors to have a regular radio program. Moose Jaw was the site of the first annual Provincial Playground Day, held in August 1948. Moose Jaw was the first and only city in the province to actively promote lacrosse in recent years. These and other contributions to recreation are greatly appreciated by all concerned. We shall miss Alex, but wish him well in his new position.

vices of professional leaders of leisure who will contribute significantly to achieving the kind of world we want to live in.

If Canada is to remain a land of freedom and initiative, then the people of Canada—young people, old people, all people—must cultivate the "art of living". And, in conclusion, may I say that it is my sincere conviction that Recreation provides the best opportunities for making an art of living.

Saskatchewan Recreation

PHYSICAL FITNESS IN PRINCE EDWARD ISLAND

by BRIG. W. W. REID, Director of Physical Fitness, Department of Education

The Prince Edward Island Department of Physical Fitness is an example of what can be accomplished with a limited budget when accompanied with initiative and good team work.

With the passing of the National Fitness Act in 1943 and the inception of the National Fitness Council, Dr. L. W. Shaw, Deputy Minister of Education was appointed to represent Prince Edward Island on the Council, a position which he continues to hold today.

In October, 1945, Brig. W. W. Reid was appointed as Director of Physical Fitness for the Island and immediately got an organized recreation program underway. During the first winter schools in Charlottetown and other places on the Island were assisted with their athletic programmes. Teachers' Training Courses in Physical Fitness were organized at the Prince of Wales College, assistance with games and other recreational activities was rendered to various groups in the province with special attention given to the recreation programmes in the Provincial Orphanages.

From this good start during the initial year of the Physical Fitness program in Prince Edward Island, the program has gradually expanded until, at the present time, they have a fairly comprehensive recreation program extending throughout the Island.

In co-operation with the Department of Education, a full-time man has been appointed to look after the Teachers' Physical Training Course in Prince of Wales College and to teach physical training in the various public schools in Charlottetown. Another appointment during this past year is that of County Supervisor of Physical Fitness in Prince County. Mr. Jimmy Hogan received this appointment and is doing a good job in

the town of Summerside in addition to supervision throughout the province, although extensive travelling is somewhat curtailed due to lack of funds. It is optimistically expected that further financial assistance will be forthcoming, at which time the Department will be able to place a third man in Kings County, thus giving direct supervision to the entire Province.

Outstanding in the 1948 program was the assistance rendered to the small rural schools. Prince Edward Island has the enviable reputation of supplying some equipment, professional assistance and encouragement to all rural schools which have requested same.

Interest in Track and Field has also been revived. Athletes from all over

the Island banded together under the "Abegweit" colours to bring honour to the Island and it is well worthy of note that outstanding among the athletes were those from the rural areas, indicating that the Physical Fitness programme is spreading into the parts of the Island which it is most desirous to reach.

Considerable stimulus has been given to major sports such as hockey, baseball, softball and football with organized leagues for school age and adult participants carried out successfully. Badminton, tennis, quoits, swimming, boxing and camping have been assisted and encouraged by the Department and much headway has been made in marking off safety zones on the Island's peerless beaches.

Assistance and moral support has been given to the Prince Edward Island Musical Festival, the Prince Edward Island Rural Drama Festival Committee, The Prince Edward Island Rifle Association and the Girl Guides and Boy Scouts.

Provincial Inter-Scholastic Speed Skating is also promoted by the Department as are Inter-Provincial Track and Field Meets. In 1948 a Hockey Coaches' and Referees' School was initiated at Charlottetown at which the instructors were Frank "King" Clancy of Ottawa and Pete Kelly of Fredericton. Fifty candidates in all attended the lectures and practice sessions of this School and they were all loud in their praise of the type of instruction given.

No account of the Physical Fitness Programme of Prince Edward Island would be complete without mentioning the many volunteer workers all over the Island who have contributed of their time, effort and talents. The result is a good, practical Physical Fitness Programme throughout the Province.



The Lion—emblem of British Sovereignty; the large oak represents the British Empire and the three saplings, the three counties into which the province is divided. "Parva sub Ingenti" means "small under great".

RECREATION DIRECTORS' CONFERENCE IN REVIEW

On October 13th, 14th and 15th, 1949, the Y.M.C.A., Saskatoon, opened its doors to recreation directors and recreation board representatives for their seventh semi-annual conference. Following official welcomes by Mayor J. S. Mills and Mrs. J. H. Erwin, Chairman, Playgrounds and Paddling Pool Committee of the Playgrounds Association, Saskatoon, the delegates from Moose Jaw, Prince Albert, Regina, Saskatoon and Swift Current got down to brass tacks at the sessions chaired by E. W. Stinson, Director, Physical Fitness and Recreation Division for the Province.

Reports presented by the various representatives supplied up to date information on what is being done in all the communities. Verbal summaries of new developments stimulated discussions on such subjects as increased adult interest in the operation of playground programs through the use of volunteers and official openings in which aldermen, representatives of Home and School Clubs and service clubs participated. The trials and tribulations concurrent with operating swimming pools were fully aired and a committee was appointed to interview the Deputy Minister of Labour regarding hours of work, overtime pay, etc., affecting seasonal employees of recreation divisions and departments; this committee is to report to the spring conference. Special mention goes to Prince Albert which, last summer, joined the ranks of cities operating swimming pools.

An evaluation of the Second Annual Play Day, held in Saskatoon on August

17th, 1949, produced much constructive criticism. While congratulations are due the Saskatoon committee for the smoothness and efficiency with which arrangements were made and the Play Day was carried out, it was felt that, to a certain extent, we have lost the spirit of play day by bringing in too much competition. The underlying theme of play day is that the children of the province enjoy a day of play together and the purpose of play day as one of good fellowship has been somewhat defeated through the competitive tone and the natural keenness of participating towns and cities to win the most points. This was particularly noticeable in the softball competition. The conference accepted Regina's invitation to hold the 1950 play day at the Capital City and a tentative program is to be prepared by the Regina group for presentation at the spring conference, eliminating as far as is feasible the undesirable aspects of the competitive element.

Other discussions centred around the possibility of the Physical Fitness Division setting up a grant system to assist in the payment of salaries for year round recreation directors employed by municipalities, and the place of public and private agencies in the recreation field.

Of general interest were reports presented by the delegates to the annual Parks and Recreation Conference held in Winnipeg. Throughout the conference the importance of good play facilities for both children and adults was stressed and the necessity of Parks Superintendents and Recreation Direc-

tors working together for the common good of the entire community.

Two other recommendations arising from the conference were that delegates look into the matter of reviving the Good Will Road Race between Moose Jaw and Regina since it was felt that this would foster goodwill and sportsmanship and that S.R.M. act as a medium for exchange of ideas and suggestions on recreation and physical education activities between conferences.

In short, all participants felt that this had been a most successful conference, that good discussion had ensued on various topics of mutual interest and that definite benefit was derived from the exchange of ideas.

Special votes of thanks went to Mr. Jack Lathey, Mr. George Ward and the Saskatoon committee who were peerless hosts throughout the conference and who successfully sandwiched in between sessions trips to recreation centres and other points of interest in the city; to the Playgrounds Association who entertained the delegates at a dinner at the King George Hotel and to Mr. and Mrs. Geo. Ward who climaxed the conference with a social evening at their home.

An invitation to hold the next conference at Swift Current in the spring of 1950 was accepted and the host city, in consultation with S.R.M., will line up an agenda.

* * *

The following motion was passed at the Fall Conference of Recreation Directors and Board Representatives: "That S.R.M. be requested to bring in a report at next conference on the advisability and feasibility of organizing a provincial association of professional workers in the field of Health, Physical Education and Recreation."

It was thought that such an organization would interest itself in such things as wages, hours, conditions of work, setting of standards, assistance in revising curricula, exchange of information, etc.

Anyone interested might write to this Division (S.R.M.) expressing his ideas on the subject. We would be glad to hear from you.

If there appears to be a felt need for such an organization, presumably those interested will organize themselves through one or more suitable agencies. Our purpose here is to do an exploratory job on behalf of the Recreation Directors' Conference. We will, of course, keep you advised as to the outcome.



Around the conference table.

SKIING IN SASKATCHEWAN

I poise on the hill and I wave adieu
(My curving skis are firm and true)—
And glad am I, as I near the leap,
That the snow is fresh and the banks
are deep.

—Wilson MacDonald.

Skiing is fast becoming one of Canada's most popular winter sports. With this thought in mind we feel that the history of skiing in Saskatchewan will be of interest to our readers and that you might care to know about the advantages of affiliating with the Canadian Amateur Ski Association through the Saskatchewan Ski Zone. Further details may be obtained from Mr. W. D. Munroe, Zone Chairman, Prince Albert, Saskatchewan.

The history of organized ski clubs in this province dates back to 1928. At that time the Saskatoon Ski Club was formed; in 1931 the Prince Albert Ski Club was organized, followed in a few years by the Regina Ski Club. About 1934 a group of Scandinavian ski enthusiasts formed a club at Mont Nebo and, later, built by their own efforts a scaffold permitting jumps of over 130 feet. This club functioned actively until the war. In the early forties the University of Saskatchewan Ski Club was formed and in 1944 the Birch Hills Ski Club was established which, though consisting of only a small group of skiers, affiliated with the Saskatchewan Ski Association and competed in several provincial meets.

The clubs which started in the depression years were beset at first with financial difficulties and small memberships, but in spite of this, jumps and clubhouses were built. It was not until the end of the thirties when the popularity of skiing had risen to great heights all over the country that memberships increased a great deal.

At present the Prince Albert Ski Club, with a membership of 200, has facilities which include a jumping scaffold and hill, a nursery slope for beginners (both of which are flood-lit for night skiing), a comfortable cabin with lounge room and canteen facilities, and the addition last year of new hills bulldozed clear and served by a tow, built and erected by members. With the exception of some work done during the depression years by city relief, all expenditures came from club funds and work was done by club members.

The Saskatoon Ski Club, 150 membership, has also a good jumping scaffold, splendid clubhouses and a portable tow. These facilities are also used by the University of Saskatchewan Ski Club of about 100 members. Skiing has been for some years an accredited sport at the University.

The Regina Ski Club, with a membership of 80, working under rather adverse conditions, with their ski grounds being some twenty miles from the city, last year completed a fine cindercrete block clubhouse and installed a ski tow at their grounds near Lumsden. The success of this club proves the popularity of skiing in that members must go to and from the grounds by train or by car when the roads are open. The hills at these ski grounds are the finest yet developed in the province but the club is not in a financial position to erect a jumping scaffold.

In the late thirties the ski clubs in the province met and formed a body known as the Saskatchewan Amateur Ski Association, which was to control and administer organized skiing in the province; its creed—"the promotion of amateur skiing in Saskatchewan." This association did splendid work in advancing the sport, and sponsoring

organized ski meets at different club centres throughout the province. However, in 1948, it was felt that more could be accomplished by affiliating with the Canadian Amateur Ski Association. To this end, a Saskatchewan Ski Zone, as part of the national body, was formed with the Prince Albert and Regina Ski Clubs as the first members. By this affiliation skiers in the Saskatchewan Zone are placed on an equal basis with any other skiing body in Canada, and members may compete at any Canadian Amateur Ski Association event held in Canada upon presentation of a C.A.S.A. competitors card. Additional privileges are: access to a library of ski films, free ski literature from National Headquarters (the plans for the tow built in Prince Albert were blueprinted and sent from the Manitoba Zone), and the opportunity of attending the travelling ski instructors school.

It should be remembered that skiing is not a sport for any one age group as memberships of the various clubs show members actively enjoying the sport from the age of five to sixty-five. The family appeal of this sport is evidenced by the increasing number of parents skiing with their children. In fact, in the Prince Albert Club there have been, and still are, active skiing members in three generations of the same family.



The downward trail.

WHY A COMMUNITY SWIMMING POOL?

by BEV. LAWSON, Provincial Director, Swimming and Water Safety, Canadian Red Cross

A swimming pool is not a luxury when considered in the proper light. It will create healthful exercise, safe swimming, pleasant recreation for young and old, sociability (the bathing suit is a marvelous leveller), a living war memorial, business builder (by drawing families to the centre more frequently), a popular community centre, a ready supply of water for fire fighting, and last but not least a community project in which all residents may take pride.

What Does a Pool Cost?

Community swimming pools can cost almost any amount depending on the location, size, design, construction, equipment and available water supply. There are open air pools in Saskatchewan which cost from \$6,000.00 to \$100,000.00. Several fine small pools have been built in the last two years and these have not exceeded \$12,000.00. The low cost, about one half of that of a good skating rink, is possible by careful planning and by vol-

unteer labour. Ingenuity also plays a valuable part. For example the excavation could be a donation as could the necessary gravel. Discarded water pipe of all sizes could be gathered or purchased second hand. Cement mixers could be loaned and volunteers do the mixing. Ladders and diving equipment might be made and donated by a welder, unused buildings renovated for dressing rooms and so on.

Where to Secure Information

The Division of Sanitation of the Provincial Health Department can supply a diagram of a recommended floor plan for small pools as well as Government regulations. This department should also be advised and consulted when a pool is contemplated. The Department of Natural Resources, Parks Division, have plans for a pool built at Cypress Hills Park. Towns that have built pools are usually willing to co-operate with data concerning their project. The Swimming & Water

Safety Division of the Red Cross is also willing to supply some information and guidance.

Estimating Approximate Cost

For a rough estimate of a pool 30 feet wide, 75 feet long (inside measure), depth of deep end wall 8 feet, 6 inches. Depth at main drain, 12 feet from deep end wall 10 feet, 6 inches. Depth 35 feet from deep end wall 6 feet. Depth at shallow end, 4 feet. (Note actual water depth would be about one foot less than above figures.)

Cost of site, 50x125 feet. Plus additional space for paddling pool. Clearing site.

Excavation, 840 cu. yd.

Drain tile 6 inches size, 240 lin. ft.

Sidewalk, 4 feet wide, 5 inches thick, around pool. 1130 sq. ft. (4 cu. yds.).

Footings for walls, 1: 2: 3: mix, 40 cu. yd.

Walls 10 inch reinforced concrete, 1: 2: 3: mix, 42 cu. yd.

Forms for walls, 2748 sq. ft.

(Continued on Page 8)

Outdoor Swimming Pools



Weyburn



Shaunavon



Kindersley



Gull Lake

THE TEACHER AS A COMMUNITY ORGANIZER

by MAX BEDFORD

In the last issue of "Saskatchewan Recreation" a study was made of the activities and organizational problems of a teacher in a small Saskatchewan town. A number of questions were asked. Few were answered, except by implication. The essential point here was to indicate that effective community organization is a difficult art. The problems are as complex as the individuals that make up the community; both as individuals and in their relations with one another. At the same time, however, it was evident in the case study that there is a sensible approach to these problems which can be used even by teachers who are relatively untrained in this particular field.

The present article is a case study of a neighborhood recreation development in a Saskatchewan city, with a school teacher actively participating as a community organizer.

In reading such a case study, it would appear that events take place "out of the blue", as it were. A meeting is called. A decision is made. The city council co-operates. Educational officials contribute. Volunteer help appears to come forth freely and in abundance. Money is raised. What does not appear, except "between the lines", is that a teacher quite skilled by training and experience in community organization methods had been quietly working on this and other projects over a period of several years. A close, objective study of the individual people and their groups had taken place. Advisory assistance had been frequently given in a quiet way by the field service of the Recreation Division of the government, particularly in the early stages of the neighborhood work. In addition the Division had been giving some guidance and direction to the city's recreation developments over a period of several years. This assistance was rendered indirectly, mainly through case work with influential individuals.

To maintain the anonymity of the persons and places involved the names and some circumstances have been altered.

The following case study is in the words of the teacher concerned.

Recreation Project in Georgetown Neighborhood: Paddling Pool

"1. Recreational facilities in Georgetown neighborhood prior to construction

of the paddling pool and tot lot: a playground one block square, equipped with ball diamonds, swings with a heated, modern dressing room; a small community hall suitable for meetings, dances, parties.

"These above facilities were under the direction of the City Recreation Board with the assistance of the neighborhood. The construction of the playground, rink and buildings was a combined effort of the city and the neighborhood.

"2. Early in the spring of 1948 the Recreation Board of the City asked each Home and School Association in the city to send a representative to a meeting to plan recreational activities for the coming summer. Each representative was asked to find out the needs of the neighborhood he was from.

"3. I was elected to represent Georgetown neighborhood. At the same Home and School meeting it was decided that there was a need for a paddling pool for younger children.

"4. Our situation was discussed at the meeting with the City Recreation Board which is a committee of the City Council with an advisory group of citizens. The Board had already spent what funds it could in developing the rink and playground and had no money available for a paddling pool. At the same time they offered to assist morally and with the loan of equipment and in every way they could if we would go ahead on our own to build the paddling pool. The playground dressing rooms had been laid out in such a way as to be available for use with the paddling pool.

"5. Early in May I called a meeting of all residents interested in having a paddling pool. The meeting was well attended and enthusiastic. We formed ourselves into the Georgetown Recreation Association. I was elected president of an able executive.

"6. We needed money. The district was canvassed. Permission was also received to canvass the business section for older children; two skating rinks of the city. We wrote letters to service clubs. The newspapers and the radio gave us excellent support. The results were good. One service club, for example, donated 100 sacks of cement.

"We needed skilled labor. Our executive contacted men skilled in the vari-

ous trades and obtained their agreement to help as required.

"We needed plans for the paddling pool. The City Recreation Board had these available for us.

"7. The planning was completed in detail, and we had our sod-turning ceremony about the middle of June. The Mayor officiated.

"8. In this ceremony, as in other matters, the local press gave us full coverage. In addition the radio station co-operated fully. I believe this was of tremendous help in keeping up local and city-wide interest in our project.

"9. The executive had done a good job of organizing. The volunteers turned out as needed and as requested. The local paper ran pictures of the various stages of construction.

"10. Late in July we held the official opening. Present were the Minister of Education for Saskatchewan, the Mayor of the city, several Aldermen, the Superintendent of Schools, and the general public.

"The Mayor suggested that the Minister of Education be the first person to paddle in the pool when the water was turned on. However, one tiny toddler couldn't wait and paddled in clothes and all: the highlight of the opening.

"11. The City Departments co-operated in every way. The City Engineer often worked past midnight to supervise the volunteer workers.

"After the pool was completed, the City Recreation Board provided a paid

(Continued Next Page)

This article is the second of a series that will deal with community organization principles and methods. These first two articles deal with general situations. Future articles will discuss specific skills related to general situations in Saskatchewan. In some measure the nature of these articles will depend upon the opinions of teachers and recreation people who read them. Therefore, if you have any ideas as to what would be useful in these articles, we would be happy to hear from you. Also, we would be pleased to have your opinions of the articles now in print.

The Teacher as a Community Organizer

(Continued from Page 7)

supervisor and our tiny tots had a wonderful month of paddling that year.

"12. The Recreation Board asked our Recreation Association to manage the rink for the winter season. This we did. We also sponsored carnivals to raise money to assist the Board with its expenses. At the end of the season we had over \$200.00 in the bank as well as having equipped the rink with a fine loud speaker and records.

"13. This year we are again managing the rink. We have new officials elected, with some of the old executive remaining in office. We are planning a big year with emphasis on adult skating, combining the use of the rink and the community hall on adult nights. The hall will be used for refreshments and for card games and other quiet activities suitable for older members. The program for the other age groups will continue as usual on their nights."

Comment:

The above paddling pool project is typical of the planning and programming that takes place in many Saskatchewan cities, towns and villages. Not always is a teacher involved in such a direct way. Not always is the project carried through with so few human relations problems.

Here then are some of the points that are high-lighted by the above case study and the background information concerning it:

1. Do not be in a hurry. It takes time to get to know the people and detailed circumstances of the place you live in. It is better to go too slow than too fast.

2. Try to see the whole situation in the city. For example, do not press the Recreation Board for money for your neighborhood which is already quite well equipped. Other parts of the city need help more than you do.

3. Be objective: try not to get emotionally involved to the extent that you lose perspective and good judgment. Try to stand back from the whole situation and see yourself as just one more person taking part. Do not get angry. Be patient under all circumstances. Be understanding and sympathetic. Try constantly to look at the thing through the eyes of the other people concerned.

4. Establish close relationships with influential people who can work with you: the mayor, aldermen, school authorities, service club personnel, newspaper and radio people, church

leaders, labor and other community leaders.

5. Study the emotion motives of these influential people. What are the things that make them want to co-operate with you—or the reverse? Particularly watch for the effect that your words have upon them, and modify the words you use accordingly. Above all else do not do or say anything that will lower the prestige of these people either in their own eyes or in the eyes of their fellows. Community leaders are very sensitive to their status in the community and will resist anything which tends to devalue them.

6. This study of other people requires that you be sensitive to their feelings. Note not only the things that they say, but also the things that they do not say. Constantly ask yourself: Who is he? And why does he say it? The answer to these two questions is usually much more important from your point of view than the apparent meaning of the words that are spoken.

7. Study the "wheels within wheels" in your community. Remember that actions speak much louder than words. A person may talk co-operatively and act the opposite for reasons which you should try to understand. Such reasons are usually personal in nature.

8. All these matters require constant study by yourself. Read good books on these subjects: Community Organization. Group Work. Social Psychology. Industrial Relations.¹

¹ Write to our office for a list of such books in our library.

Community Swimming Pool

(Continued from Page 6)

Concrete floor slab, 6 inches thick, 1: 2: 3: mix, 2962 sq. ft. (55 cu. yd.).

Wall reinforcing bars: $\frac{1}{2}$ inch round bars, 4250 lbs.; $\frac{5}{8}$ inch round bars, 4365 lbs.

Wire mesh reinforcing in floors, 1629 lbs.

Add cost of cast iron drain pipe and valves, etc.

Building 30x20 feet.

Fence.

Diving equipment and ladders.

Toilets and showers.

If a paddling pool is desired it is advisable to keep it entirely separate from the swimming pool, similar to the new Gull Lake layout.

Sand and gravel pressure filters have in some cases been made locally and a system of chlorination can be devised. To heat shower water a low pressure boiler can usually be located. In some cases old steam tractor boilers have been used to heat pool water as well as shower water.

Outdoor Pools in Saskatchewan

(x indicates pools built in recent years)

xBiggar, Carnduff, xCypress Hills Park, xEston, xGull Lake, Kindersley, Mawer, Maple Creek xMelfort, North Battleford, Outlook, xPrince Albert, xRegina (3), Riverhurst, xRosetown, Saskatoon, Shaunavon, Weyburn, xWood Mountain Park.

Pools have also been considered at Wilkie, Gravelbourg, Leader, Tisdale, Kerrobert, Melville, Davidson, Saskatoon, Foam Lake, Kamsack and Swift Current.



Recess!!

Eating for Fitness . . .

by JEAN ODDIE, Provincial Nutritionist, Department of Public Health

GUINEA PIGS AT SCHOOL

That's just exactly what four schools in the Moose Jaw Health Region had last fall—two pairs of guinea pigs each. There was a reason for having them there, and that reason became more and more evident each week that they were enrolled at school.

This is the story. Miss Eleanor Monan, Nutritionist in Moose Jaw, suggested to teachers in that area that they might begin an animal feeding experiment. It would be a simple experiment, but a scientifically conducted one, to prove that food does make a difference.

Two pairs of guinea pigs were obtained for each school. Then came the problem of cages. The students in each school made them. They were not elaborate, merely boxes with screen fronts. Guinea pigs are not difficult animals to keep under control. Their needs are not many—clean dry straw suffices for bedding.

One of the first steps of course, was to name the guinea pigs. After they had been duly "christened" a chart was made on the blackboard, so that the weight of each animal could be recorded each week. By joining the points showing the various weights, a "curve" resulted and in this way, it was very easy for anyone to follow gains or losses in weight for each animal.

Two guinea pigs were selected for the "breakfast" pair. One of these ate a good breakfast, one a very poor breakfast. The other pair were the "lunch" guinea pigs—one eating a good lunch and one a poor lunch. It is not difficult to see at a glance which meal is good and which one is poor. Here they are:

Good Breakfast

- 1 tbsp. orange juice
- 2 tbsp. whole grain cereal
- $\frac{1}{2}$ slice whole wheat bread
butter
- 3 tbsp. milk
- $\frac{1}{4}$ chopped hard-cooked egg.

Poor Breakfast

- 2 tbsp. refined cereal
- $\frac{1}{2}$ slice white bread
butter
- 1 tsp. jam
- 3 tbsp. coffee.

Good Lunch

- 1 tbsp. cheese
- a few leaves shredded cabbage or lettuce or carrot
- $\frac{1}{2}$ slice whole wheat bread
butter
- 3 tbsp. milk
- Cod Liver Oil.

Poor Lunch

- $\frac{1}{2}$ slice white bread
- 1 tsp. jam
- 1 tsp. candy
- 3 tbsp. coca-cola.

These feeding experiments were carried on for several weeks and during that time the students observed many changes in the guinea pigs.

The better fed guinea pigs had nicer, sleeker hair and eyes were brighter and more eager. All in all, they were much healthier and as well, they were friendlier with the students.

In each school where the experiment was being conducted, the children took turns in caring for the animals. Arrangements were made at each of these



Pigs at School

FUN WITH FOOD

Did you ever play cafeteria? Bainesville School, east of Saskatoon, have had a fine time playing Cafeteria. Here is a letter which we received not so long ago from Bainesville School:

"I am very glad you paid a visit to our school. I wish to thank you very much for the food pictures. We have made them all up and have formed a cafeteria. It has helped me in picking out good meals for a certain price. Every morning someone gives us a certain price and we must find a good meal for that price.

"Yours sincerely,
"A grade 4 student."

Here is another:

"I would like to thank you for the meal sheets which you gave the Bainesville School pupils. I personally enjoyed coloring and making supports for them.

"They help me to remember nourishing foods for good health. Last of all, I have enjoyed working with these foods, planning meals and stating what good there is in each.

"Thank you very much.
"Yours sincerely,
"A grade 7 student."

If you too, would like to play cafeteria and learn what foods are best and the cost, we can help you. We have in our office, food models to color. There are four pages—foods for breakfast, lunch, dinner and extra foods. Would you like to write and have a set sent to your school?

schools to have three others come in. These schools of course, came on different days and it was arranged that their health period would be at 3 o'clock in the afternoon, so that the feeding and care of the animals was their practical lesson in health. It was amazing we are told, the number of visitors who called at the schools where the guinea pigs were guests. Parents, trustees, and others in the community who were interested, called to pay their respects to the guinea pigs.

It was a very active time for the students as well. They made posters and booklets and discussed food at great length. However, it was generally felt that it was not only a knowledge of food they had gathered. They had learned a great deal about these little animals and how to handle them. They had learned to use gram scales and best of all, they had had an experiment in a co-operative project.

PLAYGROUND FOR ELEMENTARY SCHOOL AND COMMUNITY

by C. M. BEDFORD

This article is the second of a series of three articles. The first article¹ dealt with the country school playground. The third article will have to do with the combined use of high school outdoor play areas.

Recently in one Saskatchewan city there was held an informal meeting of representatives of the city council and the school boards. They met to consider the problem of duplication of effort, community recreation and school physical education within the city. They were concerned not only with the present but also with the future, particularly with reference to construction. It seemed reasonable to them that within the same city and within the same neighborhood there should be economy and also greater effectiveness by the joint development of school and community playgrounds. It also seemed sensible that the physical education and recreation programmes should be co-ordinated to make maximum use of such playgrounds in providing for the needs of all age levels within the community.

George D. Butler states in a recent article:² "The community use of school buildings and grounds for recre-

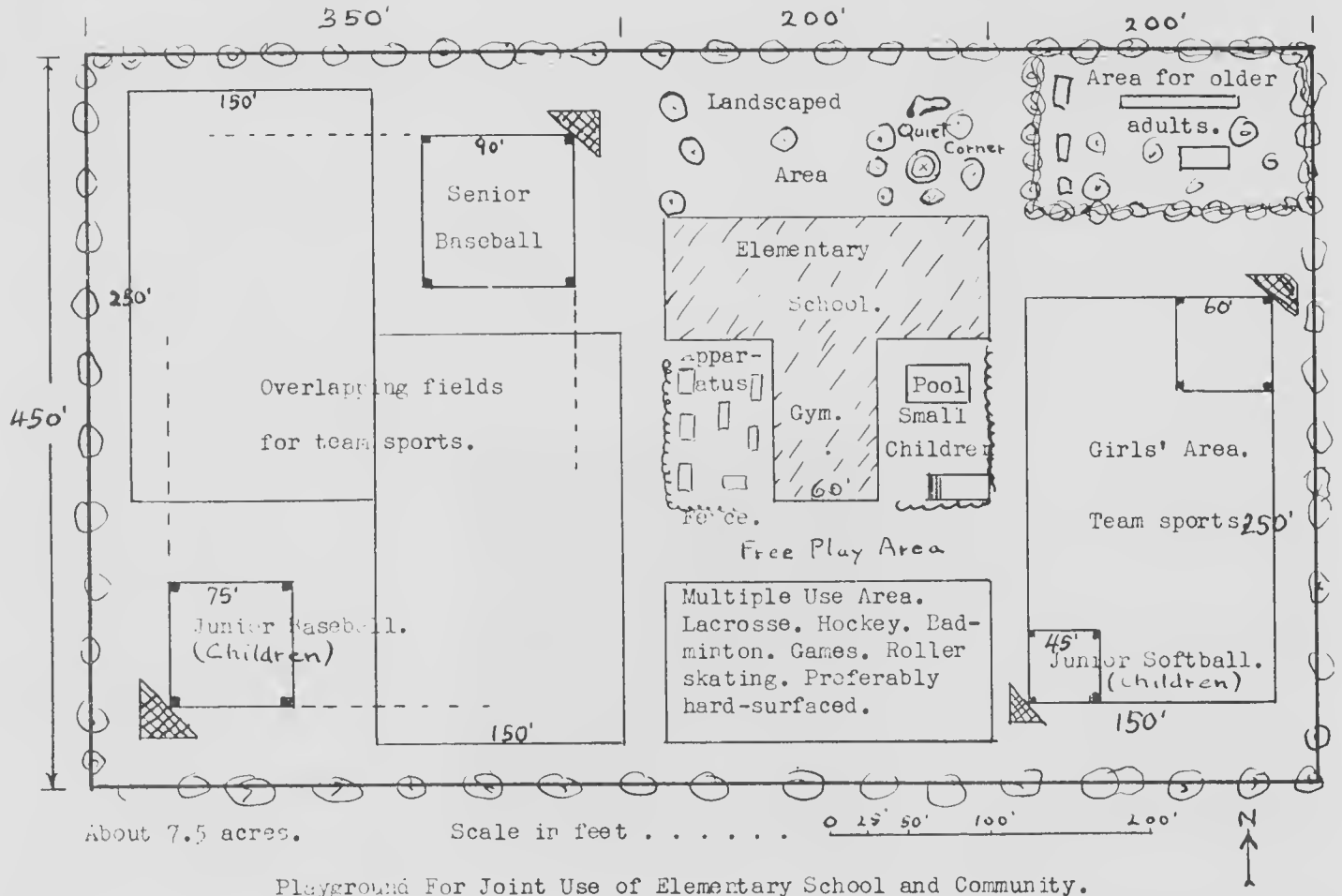
ation and other leisure-time activities has been widely accepted by leaders in the field of education as normal and desirable. In modern theory and practice, community use is a major function of school buildings and grounds, and this fact therefore requires careful consideration in their design and development."

This article is a study of the design of a combined elementary school-community playground. In the case of a city it would be a combined elementary school-neighborhood playground. The article deals with outdoor areas and equipment. It does not consider indoor areas. It is not concerned with programming, except incidentally.

Neither the article nor the accompanying diagram is to be regarded as complete. They are a basis for study. In each village, town or city, the situation is unique; it has its own problems requiring its own particular answers. However, it is hoped that the principles and information

¹ "Saskatchewan Recreation," Fall, 1949, page 22.

² "Recreation," January, 1949.



set out in this article will be of value in arriving at answers to that particular situation, wherever it may be.

The diagram is prepared for a fairly large elementary school. The total area shown is nearly eight acres. The school gym-auditorium contains dressing rooms, showers and storage rooms for the use of the school and community people who use the play areas.

For some time, five acres has been regarded as a minimum site for a town or city elementary school. At present, particularly with the community using the same areas, it is recommended that there be a minimum of five acres with an additional acre for each 100 pupils of ultimate enrollment. Thus eight acres would be regarded as suitable for a school population of about 300, in a community or neighborhood of about 1,500.

Observation of the diagram will show a possible breakdown for discussion into the following areas: 1, Landscaped area; 2, Area for older adults; 3, Quiet corner; 4, Field sports areas for varying ages of both sexes; 5, A multiple-use area; 6, Apparatus; 7, Free play and games; 8, Small children, including a paddling pool area; 9, Miscellaneous areas.

1. Landscaped Area: It is important that there should be an area of quiet, natural beauty with lawn, trees, shrubs, flowers. The location and development of such an area will vary according to the space available and the topography of the site. Customarily, the approach to the school is selected for this purpose.

Border plantings of trees, shrubs and hedges add to the attractiveness of the entire playground and school. In addition, these border plantings, if effectively developed, act as a noise shield between the play areas and the neighborhood.

Fencing is regarded as desirable for purposes of supervision and safety, particularly where small children are concerned.

2. Area for Older Adults: An increasingly large proportion of the population is made up of people of over 60 years of age. Such people frequently have a great amount of leisure time to spend in the neighborhoods where they live. Provision for their needs does not take up much space, but does provide a much needed service.

This area should be easily reached without having to cross playgrounds. It should be in as quiet a spot as possible, separated from the rest of the playground by trees or a hedge. Ample

shade is very important. Turf, flower gardens, a park-like situation.

These people need tables and benches or chairs where they can sit and talk or play quiet games. Horseshoe courts, a giant checkers court, a place for lawn croquet.

3. A Quiet Corner: A place for crafts, dramas, quiet games, picnics, group activity, story telling, music. A council ring suitable for Scouts and Guides. Shade is essential. It is located at a distance from noisy areas. Such a place is of special value to boys and girls who have no particular interest in sports. Community recreation groups would find it suitable for some of their activities. Easy access to the building is handy for storing of equipment and supplies. This area could be made suitable for an outdoor theatre.

4. Areas for Field Sports: These areas would be used for such games as soccer, football, speedball, baseball, softball and various modified games which stem from these major sports. Such areas would also be used by both the school and community for such things as play days, informal meets, cadets, picnics and other activities that involve large numbers of people. The areas are designed to care for the needs of children, teenagers and adults. In combination with other areas and facilities, suitable supervision and organization could be provided for large numbers of children. Recess, noon hour and the intra-mural afterschool programme would not present the space problems that they presently do in many schools.

Such areas would not likely be used for adult league games in baseball, soccer, etc. The areas would be suitable, however, for practices and for informal adult play.

In addition to the field sports areas, there would also be jumping pits and a running track.

Turf surfacing is preferable but in Saskatchewan it is unlikely that turf would stand up and, therefore, other surfaces would have to suffice.

While there should be no strict division of areas by sex, it would probably be desirable to set aside and develop a girls' area as shown in the diagram.

It is also important that the areas be laid out in such a way as to prevent batted balls going into the children's area.

The corners and parts of the sides of these areas could be used for horseshoe courts, goal-hi, tether tennis and similar games that do not require too much space.

5. Multiple-Use Paved Area: This area would be hard-surfaced for year round use. The various court games would be marked off. There would be removable goals and net posts. This area would be designed for such games as basketball, volleyball, badminton, tennis, shuffleboard, hockey and lacrosse. It would also be useful for general physical education classes with calisthenics and games. It would be suitable for folk dancing, social dancing, roller skating. This area would be heavily used, therefore it is desirable to have it located close to storage facilities, to dressing rooms and showers.

It would be preferable to have two such areas—one for adults and children over ten years of age and one for children under ten. It would also be desirable to have separate tennis courts.

6. Apparatus Area: This area would contain apparatus for older children and for adults: swings, jungle gym, slide, horizontal ladder, giant stride, travelling rings, horizontal bars, balance beam, etc. It would be designed for use by both sexes. It can be reached without crossing other play areas. It is segregated for safety, for ease of supervision, and has ready access to the dressing rooms. It is surrounded by a low fence or log barrier. Such an arrangement is better than the scattering of equipment along the edge of a field. It saves space. Proximity to each other of various items of equipment stimulates use.

In setting up the apparatus it is desirable to place revolving and swinging types of apparatus along the fences and in the corners. Such items would be giant strides, swings, travelling rings. This placement is safer from a standpoint of children running into the equipment. Stationary apparatus such as slides, bars, balance beams and jungle gyms could be farther from the fence and nearer to the entrance.

To avoid accidents as far as possible the lines of motion of the apparatus and the movements of children in the area should be parallel.

The usage is too heavy for turf to stand up. There must be soft landing pits under such apparatus as slides, bars, ladders. The area under the swings is often paved, however, to avoid wearing the ground into pits. A low fence between the swings helps prevent accidents.

7. Free Play Area: There should be an area for free play and for low-organization games. This space should

(Continued on Page 13)

"THE PEANUT CLUB"

by J. W. RIDDEL, Chief Supervisor, Youth Centre, Regina

A peanut is a well known and quite common article. How then, could it be incorporated into a club? One afternoon, some two years ago, City Recreation Supervisors sat trying to think of something new and different, something exclusive in entertainment and recreation for Grade 7 and 8 pupils in Regina. Try after try in formulating an idea, one idea after another rejected followed by the oft repeated expression — "A-ww Nuts"—suddenly was all that was needed. The result? Plans were made, a ceremony was laid out and the Peanut Club was born.

All that was required to become eligible for membership was to be in Grade 7 or 8 in Regina. The group was to meet every Friday night from 7.00 p.m. to 10.00 p.m., using all the facilities of the Teen Centre in the Youth Centre, 1933 Hamilton St. Each person entering was handed an application form to fill out, and, upon filling the application, the prospective member was a guest for that night. The applications were checked as to age, address, GRADE, etc., and, if found satisfactory, a membership card was issued and a duplicate one made to be kept on file in the office. When a youngster became a member he was subject to the club's rules and regulations.

Rules

No smoking, no rowdy behaviour, no swearing or using foul language; any damage to furniture or furnishings to be paid for by the persons responsible and members must co-operate with Supervisors and Committee in maintaining discipline and operating the club.

Regulations

All memberships expire June 30th of the coming year; hours shall be from 7 to 10 p.m. every Friday night from October to June; membership open to all Grade 7 and 8 pupils in Regina.

Penalties for rule infraction: First offence—member warned and duplicate card endorsed; second offence—member suspended from the Club for three weeks; third offence—membership and all club privileges revoked. In two years six have lost their memberships and fifteen have had a first offence.

Program

The club offered the members all the facilities of the teen age centre including library, lounge room, games room (ping-pong, checkers, etc.), coke canteen, parties, stunts, movies and dancing.

At a quarter to nine every Friday evening came the call of "Peanuts, Peanuts" over the loud speaker; that was the signal for all members to assemble in the dance room and form a large circle. Each member was handed a whole peanut and told to hold it at arm's length until every person had received one. Two of these peanuts were prepared ahead of time—one of the kernels was removed and a slip of paper bearing the words 'Mrs. Peanut' was placed inside the shell; the shell was then glued carefully together. A slip of paper bearing the words 'Mr. Peanut' received similar treatment and they were then placed in separate boxes, one for the girls and one for the boys. As everyone had registered at the door the names were counted and an equal number of peanuts were placed in the two boxes. When the Supervisor gave the word 'Open' all

the peanuts were shelled and the lucky girl and boy who possessed the slips of paper became "Mr. and Mrs. Peanut" for the week. Mr. and Mrs. Peanut were then brought to the front of the room to where the thrones were placed and were crowned—with paper crowns. They then signed the "Nuts" register and spoke to the rest of the group over the public address system; their speeches were recorded in the register. As Mr. and Mrs. Peanut they won a free coke and chocolate bar and one special privilege for the night: e.g., having the right to stop a ping-pong game, irregardless of who was playing, and finish the game with whomever they chose. The next Friday they gave out the peanuts to the circle for the choosing of a new Mr. and Mrs. Peanut, thus eliminating the possibility of the same persons winning two weeks in succession.

The club later elected a committee consisting of President, Vice-President, Secretary-Treasurer and Social Convener. This body, with outside help and suggestions, was responsible to the Supervisor for the programme. The programmes were varied, ranging from sleigh rides to square dancing and including amateur nights, masquerade balls, hard time parties, Christmas parties, ghost walks, scavenger hunts and box socials.

A stunt was run each night to add a novel touch to the programme. The



A Roomful of "Peanuts"



Ping Pong at the Ol' Bailey

following is one of the stunts used which proved highly entertaining. Two members faced each other (boy and girl) and had to eat half a raw lemon. Two score keepers were on hand and scored one point for each facial contortion. When the lemons were finished, the person with the least number of points won the prize—the prize being a bottle of lemon sour pop. It wasn't long before we had more volunteers for the stunts than we needed.

Dancing seems to be the most popular activity and has become a main feature to such an extent that the supervisors give instruction to those not so 'hep'. Dances include waltz, fox-trot, schottische, polka, square dancing, jive, etc.

The club proved to be so popular that, as the membership reached the 260 mark, it was decided to open another night. Therefore, Wednesday evening was allotted to the Peanut Club and now the membership has reached the 312 mark with the facilities handling 200 and crowded at 250 persons.

Through the medium of the Peanut Club it is hoped that the younger Teen-Agers will be introduced to good clean recreation and eventually become active participants in the Ol' Bailey teen centre and also become more appreciative of what is being done for their own enjoyment.

Growing to be a teenager is a natural function, it has been going on for years but only lately have teenagers become a race of their own with too much of the attitude that the world owes them a living. By starting the younger set off, showing them how to have fun and enjoy life with their neighbours and revealing to them the hundreds of opportunities available, it follows that as they grow so does the world.

The Peanut Club with its varied activities and eager age group has not become just a 'party' or another Friday night; it has become an event and warrants 'Sunday best' with all the trimmings.

Many people say that today's youth have an over organized life but, on the other hand, they must be prepared for a highly organized modern world. It seems that most trouble comes when a youth, who is not accustomed to rules and regulations, suddenly finds himself up against the rules and regulations of society—it is similar to heat meeting cold, the result is a dense fog!

The members of the club have available many crafts including leatherwork, art, weaving, clay modelling, quick crafts, woodwork and violin lessons. These go on all week in addition to the regular meetings on Wednesdays and Fridays.

Clubs come and go but there seems to be no reason why this one should ever die or slow down because all the

grade six pupils this year will be eligible next year when they pass to grade seven. One amazing feature about the Peanut Club is that there has never been one cent spent on advertising; the club has thrived and survived by popular demand.

Neil Balkwill and Jack Riddel conceived the idea some two years ago; Isobel Thomson and Walt McNeil are the Supervisors in charge at the present time.

It was Ceasar who said, "The youth of today is going to the dogs—the world will not survive". He too could be wrong.

Playground

(Continued from Page 11)

be level, free from interference, near the apparatus and near the paddling pool area. It will mainly be used by children from six to twelve years of age. This area would include such items as a marbles ring, a tether tennis court, a hopscotch court. No special shape is required, but a minimum of one hundred feet square is desirable.

8. Small Children and Paddling Pool Area: This area is designed for pre-school, kindergarten and primary grade children. Access to this area should be had without crossing other play areas. It is close to the building for ease of supervision, for ready availability of toilets, and for shade. A low fence or hedge surrounds the area. Apparatus: sandboxes, low swings, slides, junior jungle gym, playhouses, blocks. Benches for mothers who will attend with their young children.

The apparatus should be set up along one or two sides, leaving a free area for circle and singing games, and free play.

There is a monetary saving in building the neighborhood paddling pool near the building. The drains and water pipes can be installed as a unit. The concrete can be laid down while the school is being constructed. The pool itself should be surrounded with a low fence. The entrance to the pool is through a foot bath. This is particularly important from a standpoint of cleanliness where there is no turf.

The paved area around the pool is used for tricycles, for hopscotch and other games.

9. Miscellaneous Areas: Such available areas might be used for children's gardens, for games such as tether ball and goal-hi, and for free play.

Drama Festival Month

Mr. W. Reid, President, Saskatchewan Drama League, has announced the new location of the Saskatchewan Drama League office at 114 Regina College, Regina, Sask.

The Saskatchewan Drama League came into existence at a meeting of drama enthusiasts and community conscious citizens in 1933. Since its inception it has operated among both Junior and Senior groups, through the schools, drama clubs and other community organizations. For many years it operated as an entirely voluntary body and later, because of its extended program, received some financial support and other assistance from the University of Saskatchewan. In recent years, due to the simultaneous expansion of the work of the University Department of Drama and the Drama League, the University was compelled to withdraw its assistance. At this time the Department of Education entered the picture by granting the Drama League's request for assistance. Accordingly all work with high schools—coaching, organizing and carrying out of festivals, etc.—is now undertaken by S.R.M.

At the same time it became necessary to move the League's office and library back to Regina where it is operated once again on a voluntary basis. The League regrets any lack of service to its members which may have occurred during this transition period and is now pleased to announce that they are ready and eager to resume the service, given in past years, from their new headquarters at 114 Regina College, Regina, Sask. In future, all correspondence, requests for the hire of drapes, etc., other than that concerned with school drama, should be sent to this Regina address rather than to Saskatoon. Requests regarding school drama should be sent to S.R.M. as usual.

The Senior drama festival will be held in Regina during the week commencing January 30th, 1950. This is an open festival sponsored by The Saskatchewan Drama League, acting on behalf of the Dominion Drama Festival and is usually known as the Saskatchewan Regional Festival.



Preparing for "Sister Sue"

Canada has been fortunate in procuring the services of Mr. Maxwell Wray of London, England, who will travel across the Dominion to adjudicate at the regional festivals and who will be in Regina for that purpose during the week of January 30th. Mr. Wray started his career as an actor at the famous Old Vic Theatre in London where he played many different roles in thirty-two of Shakespeare's plays. Since that time Mr. Wray has proved his ability as stage manager in London theatres and as Director-Producer of well known British repertoire theatres. It is interesting to note that Mr. Wray gave Greer Garson her first theatrical engagement while associated with the Sir Barry Jackson Birmingham Repertoire Theatre and later, in London, directed a play starring Vivian Leigh and another play in which Phyllis Calvert made her first West End appearance. The varied career of

Mr. Wray also includes managing large scale musical shows, traditional Christmas pantomimes, two years' work on films and, this past summer, directing the Touring Company presenting the current hit "Bless the Bride."

Mr. Wray has had considerable adjudicating experience in the British Drama League and has recently formed his own producing company, The Maxwell Wray Production Company, which will start operations after Mr. Wray has concluded his Canadian adjudicating tour.

During the week of the Saskatchewan Regional Festival, a festival of one-act plays by Canadian authors will be held, the winner of which will be eligible to be chosen as the winner of all the regions—the decision to be arrived at by the adjudicator after he has seen all the regional festivals. The Barry Jackson Trophy will be awarded to the winning cast.

The Play's The Thing

by MARY ELLEN BURGESS

Much has been said for and against competitive drama festivals. Hurt feelings, inability to take constructive criticism, difficulty in securing plays of good calibre and lack of adequate training in play direction have been given as good alibis at various times. But in the non-competitive drama field these are not applicable. The critic takes the plays at the level at which he finds them and proceeds to give constructive advice from that point.

The suggestion that all adjudicators should be trained in the same school, since no two think alike and that no one knows the rules, of Drama has been made. True, few people think exactly alike, so why expect adjudicators to do otherwise. Most adjudicators preface their remarks by saying that this is only their opinion but since there are some rules, urge that directors and casts become familiar with them and apply them in their stage productions.

Non-Competitive Drama Festivals

There doesn't need to be a prize or a silver cup in the offing to make "play acting a real thrill". This has been proven in Saskatchewan in the past three years by the number of non-competitive drama festivals held. Several years ago it was arranged to try out this kind of drama festival in certain areas . . . it has since spread to other sections . . . since a number of directors had had experience with the competitive festivals and were in agreement that if Drama must always culminate in a competition they didn't want any more of it.

Hence, arrangements were made with teachers in a series of schools to select

and cast plays. An inter-town schedule was drawn up, dates set, halls acquired, costumes and make-up ordered. Rehearsals continued for a month. After a tryout performance with audience, generally in the home town, the players visited two neighboring towns and there with two other similar groups gave an evening's entertainment. On one of these nights, preferably the last (shaking knees and taut nerves were smoothed out by then) an adjudicator was invited to be present. These adjudicators had been carefully chosen. They had training and experience in stage work, and understood the limitations with which most amateur groups

had to contend. They praised and criticized but all their remarks were helpful and constructive. It has been found that an audience comes to hear the adjudication, and to make their own evaluation of the drama work done. They were interested in the purpose of an adjudicator, his duties and the method he used to arrive at his decisions. The competent adjudicator discussed the performances under general headings of achievement rather than point by point, or person by person, pointing out that this was only one person's opinion and all remarks were suggestions rather than iron clad rulings. At no time during the adjudication was any reference made to which play might have won if there had been an award. All remarks are helpful to the person or group under immediate consideration without reference to the work of the others. The opportunity to ask questions, even argue a bit, is enjoyed by all.

Possibly the most interesting time for the players and the directors was the private adjudication which followed immediately after the public presentation. The host group usually provided coffee and doughnuts for the casts, drivers and a few interested friends in the hall dining room or the home economics room at the school. In this informal atmosphere the work of the individuals was fully and constructively discussed with demonstrations where possible. Each actor was made to feel that he was being instructed and guided rather than criticized and examined. Questions were asked and answered, difficult points clarified, suggestions reviewed followed by discussion in which players and directors participated. Vocal interpretation was found to be important because a player must be heard to be enjoyed. Mimetic interpretation was necessary in case some of the audience were deaf or the acoustics of the hall were poor. Validity was important, everything the actor said or

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POTENTIAL STARS

It is interesting to note that "Jeff" and "Jud" not only played the role of brothers in the Kinley High School Play "Quiet Please" but are also brothers in real life—Robert and Billy Paisley.

The grease pot gal is Joyce McKee and Mary Kuzyk holds the mirror; both members of the "Sister Sue" cast, Asquith High School.



Jeff and Jud

The Play's the Thing

(Continued from Page 15)

did should give the illusion of being genuinc, natural to the character he played and to each situation enacted. An actor would not touch hot stoves, or poke his finger through imaginary window-panes or toss around light hand properties that were supposed to be heavy. In short, he would convince his audience of the reality of everything he did by first convincing himself of its reality, one adjudicator was heard to say of a group. The director must consider the best way of interpreting the play's content, form and convention. Had the director understood the type, style, period and place of the play? Was it a tragedy or a comedy? Were the social customs, habits and tastes of period or locale in which the action of the play took place found to be correct? Was the movement in the play always pleasing to the eye and constantly changing with one group dissolving into another group without any evident purpose except that it seemed natural that it should be so? Was the pace of the play varied and suited to the mood? Where was the climax and did it come off?

Selection of good plays was encour-

Regina— Hostess City

Late August is the time of the annual meeting of the Western Canada Theatre Conference to be held in Regina this year. This is a meeting of all people interested in the development and promotion of theatre in all its phases and is attended by representatives from the four Western provinces. Group membership of five dollars and individual memberships of one dollar should be forwarded to Prof. K. W. Gordon before June 30th, 1950.

For the past seven years this conference has been held annually at Banff, during the summer session of the School of Fine Arts, but it was deemed advisable to move around the province to bring the expense of travelling and sustenance within the reach of many who could not otherwise attend.

This will provide an opportunity for teachers, superintendents of schools, trustees and community leaders to attend and contribute their ideas of the needs of the people of their areas.

aged, plays with good plots, plays with choice characterizations affording members of casts an opportunity to get their teeth into a piece of good literature and make it become a vital living thing, as well as good entertainment. This required much reading of play scripts beforehand. In some schools there were no boys available hence it was necessary to secure a play with an all female cast. These were hard to find but some schools were successful with "Joint Owners in Spain," "The Case of the Weird Sisters," "The Mother Who Went Away," "Where the Whirlwind Blows." Other schools have almost all boys so they chose "Summer Comes to The Diamond O," "A Night at an Inn," "Thread of Scarlet" or "John Doe." Plays with elaborate settings or changes of scenery were avoided because the average stage setting was of small dimensions. For the same reason one cannot have too large a cast. A play with a drop of curtain between two or three scenes was found unsuitable since the audience interest usually dropped during that interval and it was most difficult for a most experienced cast to regain the necessary mood during the rest of the play. Some directors stated they chose comedies because their audiences wouldn't go to anything else, but it has been found that any play well and sympathetically presented was very acceptable to an audience, be it tragedy or comedy, and comedy is much more difficult to do since it necessitates fast cues and split second timing.

The stage crew, the make-up artists and the property committee all sat in on this after presentation clinic and received their praise for having such a smooth running show. The directors and students took it all in good part and in most cases profited by the advice. In some cases the play was polished up and entered into the competitive eliminations in their zone in the hope that their play might be chosen to go into the provincial finals. (In several cases these plays arrived at the semi-finals.)

But whether they did or not those who participated in the non-competitive festival had both fun and valuable experience and interested whole districts in plays for their own sakes.

In districts where these non-competitive festivals have been held for two or three years one of the helping teachers who sat in the audience remarked about the growth of the audience's appreciation of the increased techniques

now being displayed by the players, and their increased pleasure at seeing better characterizations among the students. "When you lose yourself in the situations in the play and forget that those participating are youngsters you meet every day on the street, well . . . if that's drama we're all for it," one enthusiastic parent at Asquith was heard to say.

Competitive Drama

All the foregoing is part and parcel of competitive drama with the exception of the adjudicator placing the casts in order of merit, giving individual awards and making honorable mentions. The comparisons between productions and members of casts may also be expected in the private adjudications.

Many directors feel that to enter a competitive festival it is necessary to have an outside opinion on their efforts, hence prefer to present their show first in a non-competitive program and then depending upon the ad-

(Continued on Opposite Page)

New Plays

Lists of the new play scripts now available for reading and selection purposes for junior groups can be secured by writing to Saskatchewan Recreation Movement, Room 3, Lakeview School, Regina. Membership in the junior section for the season is one dollar a year for which four plays are procurable on a two week loan for reading and selection purposes. If these are not suitable for the needs of your group, return them and make a further selection. After your play reading committee has read some twenty or thirty plays, having made brief notes on the plot, number of males and females required for production, royalty costs if any, when next season opens, the director can make a selection of plays, secure them from the publisher and commence rehearsals for his fall presentation by the end of September.

This will avoid the fall rush and delay often occasioned by many orders being received by the publishers at one time. If the play you select is temporarily off the shelves there is still time to make another selection from those previously read and still be in time for any fall competitions. Ask for your copy of the play list today.

Saskatchewan Recreation

vice of the judge as to where the further polishing should be effected, thus profiting by the professional advice made available to them.

For competitive festivals all directors should study carefully the possible marks obtainable at a festival. Because it is impossible to measure artistic efforts in terms of narrow mathematical percentages and sums, the marking system has been somewhat simplified and only help the adjudicator in what to look for under various headings. He is free to use as much or as little detail as he wishes, to divide his marks according to the regular sheet, according to any other system, or not to divide them at all. Sample sheets and explanatory notes are available on request.

Play Selection

In conclusion, for any stage presentation, plenty of time is necessary to carefully select the best possible play for the locality, strong characterizations, costumes, make-up, royalty and transportation problems, if it is to travel.

Having settled this on receipt of scripts from the publisher (since it is an infringement of the copyright law to copy or purchase second-hand scripts), cast the play, giving everyone an opportunity to try out for part, double casting if advisable, and select the best regardless of their social position or popularity. Then having previously divided the play into scenes in the prompt book, commence discussion of what the play is about, age of the characters, their idiosyncrasies, and any physical peculiarities they may have. Then follows intensive rehearsals by scenes, learning the pattern of movement and the lines at the same time. This will eliminate needless waste of time for those filling minor roles as they will only be called to rehearsal when needed.

After the pattern of the play is set in this way, put all scenes together and sweep through it several times in one evening, so that the feeling of mood and atmosphere will be established. Any bit scenes that need further polishing could be rehearsed afterwards and fitted into the next rehearsal.

Drama is certainly on the upsurge in this province with many, many groups in rural schools, hamlets and larger centres producing plays, some for community entertainment, some for festival purposes. Many directors feel that when plays are for home consump-

tion only it is not worthwhile to ask for the services of an adjudicator. But it takes weeks of rehearsal to do a polished show, and it would be a great satisfaction to the members of the cast to know what improvements in techniques could be made, and what standard of achievement they have reached and what improvements could be made in future presentations. Much of this advice is given in textbooks on the subject, but personal contact has its benefits as well.

There are organizations which are ready to assist dramatic groups like yours. One should contact the following organizations to see what services they may be able to offer:

- (a) Saskatchewan Recreation Movement, Room 3, Lakeview School, Regina, Saskatchewan, offers information bulletins covering play production, hints to actors, simple staging, costume, make-up, lighting, list of recommended plays, etc., as well as one and three act plays for high school and junior groups.
- (b) Saskatchewan Drama League, 114 Regina College, Regina, Saskatchewan, services adult groups with library books on two week loan, text books on drama techniques, rental of drapes, general advice on dramatic problems.

Any group considering the presentation of a play for any purpose whatever, should weigh the end results, and govern their work on the presentation accordingly.

New Challenge To Playwrights

The Ottawa Drama League Workshop announces its Twelfth Annual Playwriting Contest. Open to professional and non-professional writers throughout Canada, it offers \$250 in prizes for three new One-Act Stage Plays.

The adjudicator is to be Mr. Sydney Risk, director of Everyman Theatre and former head of the Drama section at our own University of Alberta. The contest closes March 31st, 1950; full details from the Contest Chairman, Mrs. Roy MacGregor Watt, 244 Powell Avenue, Ottawa, Ontario.

Local Drama Flourishes

With good weather and open roads, citizens of Semans and surrounding district packed the local theatre in late October when a group of local players sponsored by the United Church Board presented "Back to the Kitchen, Woman," written by Elsie Park Gowan, Edmonton, one of our outstanding Canadian playwrights.

Semans has been very active in drama circles for the past five years and this show was up to the usual fine standard of production. The use of improved techniques made for a definite sense of achievement and the sincere encouragement shown by the audience may secure another presentation sometime in the spring.

Players participating were: Mrs. Brodie, Mrs. Corrigan, Mrs. Andre, Margaret Armstrong, Eva Johnston, Doug Bandeen, Mrs. R. Lewis, Mrs. E. Phillips, Mrs. C. P. Halls, Mrs. Bassin, Mrs. Strachan, Sam Walsh, Reta Richardson, Janice Halls, Gelenda Ritchardson and C. P. Halls. Director—Mrs. Corrigan.



Semans Cast

Junior Festival

Entries for the Junior Drama festival closed January 7, 1950, and locals are being run off during the month. Zones are scheduled for completion during February with the winners appearing at the semi-finals in Regina and Saskatoon Monday and Tuesday, March 20-21st. The finals are to be staged at the Technical School, Saskatoon, Wednesday, March 22nd, during the annual conference of the Trustees Association. A public school play is being invited to open the evening's programme as an exhibition piece and receive adjudication.

MODERN MUSIC EDUCATION TO PARENTS AND TEACHERS

by Rj STAPLES, Provincial Supervisor of Music, Department of Education



Why is it?
Every normal person seems to be born with a genuine love for music and at some time or other in his life practically everyone has an intense desire to produce music.

The average adult would like nothing better than to be able to sit down at a piano and plunk out a few familiar tunes—to make music of some sort on some instrument for his own amusement. Why is it that so many people think they cannot do it? Thousands of young people set out to “take music” each year. Why is it that so many of them end up before long with much of their original love for music “taken out” of them? Why is it that so many young people have to be chased to the piano to practise? For years we have had school music programmes. But why so little beneficial influence from these on the daily living of the child, and why so little subsequent carry-over into adult life? In short, why do so many potential “music-lovers” remain indifferent or become down-right “music loathers”, at least temporarily?

These are some of the questions that have led music educators to do a good deal of thinking and research. In this series of articles I shall attempt to cover some of the aspects of this thinking, investigating and experimenting.

Broadly speaking music educators agree that there have been two main faults with the first fault growing largely out of the second. These faults are:

1. The attitude of the average person towards musical activity.
2. The methods used in introducing young people to musical activity, both in the classroom and in the private studio.

Let us look at number 1. The average person thinks of musical activity as something very specialized—something for a gifted few. He usually thinks

largely in terms of some sort of expert public performance. Ask a person if he can run. His answer will not likely be in the negative just because he has never won a hundred yard dash or given some other public display of athletic prowess. No, if he can move at all, he will say, “Well, I can run some at least—I might collapse after a few yards, but I can still run a little.”

But ask the average person if he is musical and what do you get? Unless he is able to execute some vocal or instrumental gymnastics expertly enough for public performance, nine times out of ten he will say that he is not musical at all. Surely there are varying degrees in musical ability just as there are varying degrees of ability in all other activities.

Actually one expresses himself through the language of music long before he can express himself through the language of words, and long before he can walk, let alone run. In fact, from the first breath one draws when he responds with a lusty cry to the doctor's whack to prove he is alive, he is expressing himself in song. Only slightly later if comfortable and well-fed he expresses satisfaction in song, by cooing; and if uncomfortable or ill-fed, he expresses dissatisfaction in an entirely different type of song. Yes, these are types of musical expression for music is a language of sounds, all types of sounds. While still in the cradle the normal child responds to music by moving his hands to music. If they are given the opportunity and a minimum of proper guidance, young children can express themselves through music at an astonishingly early age.

Surely an activity so natural from birth is one in which every normal person can take some real part. And of course, it has long since been proved that every normal person can, if he has the opportunity and some simplified directions. But, I must emphasize, please, that I am thinking of making music primarily for one's own enjoyment; I am not thinking of developing professional performing ability.

Sometimes average persons' tendencies to think of musical activity only in

terms of expert musical performance, and their fundamental reasons for desiring musical experiences for themselves and their children do not seem to jibe. The average parent, for example, wants his child to have instruction in music chiefly because of possibilities for personal pleasure. (According to a statistically valid survey made recently in the United States, covering 4,537 families and 15,566 individuals, when parents were asked to state their reasons for wanting music instruction for their children, more than one hundred times as many parents mentioned “possibilities for social and personal pleasure” as mentioned “possibilities for developing professional performing ability.”)

And this brings us to the second fault mentioned above, namely, **the methods used in introducing young people to musical activity**—for in the past the teacher in both the classroom and the private studio has often been more concerned with drilling the child to perform a few numbers in public, in such a manner as to do him (the teacher) credit, than he has been concerned with developing a genuine love for music in the child and in using music, as it should be used, as a means towards developing the child physically, mentally and emotionally.

This drilling of students in a few selections for public performance, or for the purpose of passing so-called practical examinations, has been one of the chief faults in the field of music education. Now I am well aware that some will immediately protest, “So, you would have them play or sing in any old way, would you?” Definitely not! Research has proved that going over and over the same thing does not produce as genuinely efficient over-all performance as does the exploring of a number of selections in which similar musical features may occur. In the second place since the main objective of music education is to develop broad and intelligent appreciations, to produce music-lovers, then the most important consideration must always be the maintaining of the student's interest. Anything that may hinder this interest should be carefully avoided.

Of the skeptical I would ask these favours: Please wait until you have read the complete series of articles before making a definite appraisal of the opinions expressed. Please do not take my word for it. Read any of the authorities who have spent a lifetime of study and experiment in the field of

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Leather Work — Particularly With Regard to Carving

by RON STANDEN, Recreation Director, Swift Current

Skill to do, comes of doing.

—Emerson.

Wherever leather-workers are practicing their hobby, interest is definitely toward the carving and backgrounding and away from the embossing, usually referred to as tooling. Whereas tooling requires certain preliminary steps and the use of one or two tools only, carving requires the same preliminary steps and also the use of a keen edged knife and several of many types of "Background" tools, depending upon the detail desired in the final result.

Beginners need not be alarmed, however, for tools are available, usually in kits suitable for their degree of efficiency, at not too great a cost.

In presenting this article on Leather Carving, I am cognizant of the fact that many who read it will need simple explanations and perhaps some guidance as to step by step procedure. At the foot of the article I will list addresses of Craft Suppliers who have excellent material, tools and books to assist would-be leather carvers.

What to Make?

First step, of course, is to decide what article is to be made. This may be a wallet, change purse, utility case or handbag. Possibly book-ends or a picture frame will interest you. It makes little difference as the "work" entailed will be the same in each case, with more or less required depending upon the size of the article. Having decided what to make we must next select and procure the leather. For carving this should be cowhide or steerhide, in natural (blonde) or russet shade. Weight for larger articles should be four to five ounces per square foot, being the description under which suppliers designate their material. Anything less than two and a half ounces should not be attempted by beginners as the cutting of the design is a very delicate process in leathers so thin.

The Design

Next, the design. There are many books and pages of designs available at

the craft suppliers. Once selected, trace the design on to a good tracing paper or parchment. Moisten well the surface of the leather where the design is to appear and place the tracing in position. Retrace, pressing firmly and being sure not to miss any portions of the design. Remove the tracing paper and you will find your design looking up at you from the surface of the leather.

So far, so good. Now, to get the design to remain on the leather while it is being "cased" ready for the carving. With a Tracing Stylus again go over the design, pressing deeply into the leather so that all lines are well established. From the above you will see that you do your design three times, the same as in tooling, twice on the paper and once with the stylus or tracing tool on the leather itself. Incidentally, in our classes we invariably use a pencil to do the tracing of the design on to the leather as it is easier to handle, especially by youngsters. However, the proper tool is needed for the deepening of the design in the leather.

"Casing" the Leather

Now to "case" the leather. Four and five ounce thickness leathers need a regular soaking in clean water. Some try to get away from this time feature but the results are worth the extra patience. The best way is to cover the leather with clear water until all small bubbles have come away—at least four to five minutes. Then, and this is the secret, wrap the leather in a good weight towel and set away for at least twelve hours or until the leather has ALMOST recovered its original colour. It will vary with different leathers but that 'almost original' color is your guide. Lighter weight leathers require the same treatment but the time element varies.

The Carving

Then to the carving or the "cutting-in" of the design. First need is a knife that will allow you freedom of movement and sight, with a keen, pointed blade, so that the incision or cut can

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Leather Carvers at Regina Youth Centre

EXHIBITION OF *Saskatchewan* ART

At a recent meeting of the Saskatchewan Arts Board it was decided that a province-wide exhibition of Saskatchewan art would be held next spring. This is to be an annual show alternating between Regina and Saskatoon. The purpose in promoting the exhibition is not only to make provincial art better known but also to encourage the artists. Each spring the Board plans to purchase several selected paintings from the exhibit so that over a period of years a publicly-owned collection of the finest Saskatchewan art will be built up. The annual exhibition will be circulated anywhere in the province where the people wish to see it. This means that the pictures will belong to everyone, and unlike so many pictures that are purchased for art collections will have a chance of becoming known by people who have no opportunity to visit the art galleries of our larger cities.

There will be a nominal entry fee charged to each artist for submission of a limited number of pictures. The judges to be invited will come from outside the province and the purchase of pictures for the permanent collection will be made on their recommendation.

This promises to be the art event of the year. Get out your brushes, and get your pictures ready. Application forms may be secured early in the new year from the Saskatchewan Arts Board, Lakeview School, Regina.

Leather Carving

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be kept at a uniform depth. There are regular leather carving knives available and many prefer to use the "swivel" type. This, once mastered, is a time saver and regulation of depth is more or less assured. The Xacto people put out a blade that is extremely narrow and keen and has a fine pointed tip which does a good job but, in using this type of knife, the incision is very fine and necessitates using the tracing end of the tracing tool to open up the cut. Keep knife perpendicular.

Once the incising is finished, we use a "tap beveller" and a mallet to depress

the background and make the edges of the design stand up from the rest of the leather. This tap beveller is a tool, shaped not unlike a horse's foot, with a sloping face and a wedge-shaped edge. Placing the edge along the incision and holding upright and firmly against the leather (background), a tap with the mallet will depress the background and give the design a raised appearance. All incisions are treated in this manner and the result will bring the design into distinct relief. Keep leather moist with a sponge.

Now select a background tool that pleases—either a "Round Grounder" or a "Stippler"—and go over the entire background, tapping the leather down with tool held as you did the beveller and using a mallet, with light taps. You will soon develop the pressure needed. In our shop we are using a single "Small Seeder" tool as a background and we are getting excellent results. Care should be exercised to see that background stamping covers all background leather right up to the design motif with no portions skipped. Keep leather moist with a sponge.

Next step is to put in the 'character' of the leaves, flowers, etc., of the design. Tools most used for this are the "Pear Shader", "Barker", "Camouflage", "Veiner" and the "Modeller". Pear shaders used near the ends of leaves and petals will give an appearance of cupping or turning over of the leaf. Barkers make curves more decorative while veiners make the veins of leaves most effective. The camouflage can be used along the edges of stems or down the centres of long leaves for most decorative effects. Care should be used in seeing that regular spacing of all tools is observed. This is important! Modellers can be used on flower petals to give distinct evidence of turnover or cupping.

Then for the grand finale. With a modeller or round-end tool go over all incised edges of the design and gently roll the cut edges toward the background. This will keep the leather from having a rough appearance and prevent any peeling of the top surface. Natural leathers should, of course, be cleaned even though you have taken great care not to soil the article. Use a solution of Oxalic Acid, not more than 5% strength, and go over all with a clean cloth dipped in this solution. You will be surprised at the result—the solution not only removes fingerprints but acts as a minute bleach. When dry, polish with a good leather

polish such as Saddle Soap, Meltonian Cream or a blonde shoe polish. Some people use Glo-Coat Wax, mixed with water in proportions of one-third water and two-thirds liquid wax. Polish with clean cloth and give as many coats as desired.

I realize that the above may sound rather long and tedious but hobbyists know that nothing is worth having unless it costs us some time and effort. Patience is of course a prerequisite, or should be developed, as hasty work shows up badly.

With the popularity evidenced in all handicrafts there are many good supply houses that cater to your wishes and have staff members who can give detailed information. Bedford Fine Leathers Ltd., at 578 Seymour Street, Vancouver, and Lewis Craft Ltd., Bay Street, Toronto, have excellent catalogues available on request, giving full listings of tools and supplies for your every need. Both have excellent design and instruction books combined, which show progress and procedure step by step. Of course there are other firms in the field as each city now has some craft shop where information and supplies may be obtained.

In conclusion, may I wish you success in this most fascinating craft.

Modern Music Education

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the psychology of music education. James Mursell of Columbia University is one outstanding authority in both the fields of general psychology and music education. His best known works are:

Principles of Musical Education (Macmillan).

Psychology of School Music Training (in collaboration with Glenn) (Gage).

Music in American Schools (Gage).

Education for Musical Growth (Ginn).

Other recommended books are:

Music Education by Brooks and Brown (Gage).

Music in the New School by Krone (Kjos).

Musical Learning by Flagg (Birchard).

Note: Publishers' names are included in brackets.

In the next issue I shall attempt to describe some of the objectives, the philosophy of the modern approach to music education.

Recreation in the Church:

IN AND OUT PARTY

Come, ye maids of the vanity box,
Come, ye men of the stifling air;
The white wind waits at your door and
knocks,
The white snow calls you every-
where.
—Wilson MacDonald.

Now that King Winter is securely enthroned in Saskatchewan let us hasten to put the accompanying snow and ice to good use instead of spending the complete winter with your groups gathered around roaring fires indulging in pleasant, although somewhat lethargic, pastimes.

The following suggestions should convince groups of all churches and all ages that outdoor activities in winter time can be every bit as exhilarating and exciting as those held during other seasons of the year. Try some of them with your group!

The theme for such an event might well be an "In and Out Party" and remember (1) to have all your group dress for the occasion and (2) to spread the party planning over several members of the group. Efficient committee set-ups not only divide the labour but increase the interest and enthusiasm for the project. Give it lots of publicity and make sure that it is talked up among all the members of the group.

Choose a free Saturday and arrange for your group to meet at the church dressed for a frolic in the snow—"Fun starts at four" could be your war cry—or 3.30 as the case may be. The next hour and a half may be occupied with various fun-packed activities. The ones listed here should start your own imagination working and you will undoubtedly produce some stellar ideas applicable to your own group. (Any ideas which you might conjure up would be welcomed by S.R.M.)

(1) A Scavenger Hunt—make sure

that the articles listed are sufficiently difficult to procure and far enough from the church to give the teams a real work-out.

(2) A Moccasin Dance or Broom Hockey if there is a sheet of ice available.

(3) Games in the snow just outside the church. Take care to see that your games program moves smoothly and rapidly so that the less hardy types will not escape into the church. Such a program might include the ever popular Fox and Geese, various relay races, folk dancing or volleyball in the snow, a

certainly be cheered up by a song or two.

After such strenuous work-outs it should rapidly dawn upon the members of your group that their stomachs have been neglected and all will discover that they are ravenously hungry. We now move to the "In" part of our "In and Out Party" and the gang moves into the church basement for a feast of beans and brown bread. Such a meal requires very little advance preparation and consequently the entire group is able to remain outside for the entire period.

A short breather will naturally follow the disappearance of the last serving of beans which, if your crowd is energetic, could be filled in with community singing and stunts and then everybody gets busy with the dishes and straightening up the room. If a projector is available, an evening of films is a pleasant way to conclude your program, or, as alternatives, social games or craft projects.

Some groups might prefer a "progressive supper" to a beans and brown bread feast. This can be arranged quite easily provided your group is not excessively large and you have two

or three homes which are willing to throw open their doors to you. The procedure is quite simple—you don your skis, climb into sleighs or hike, as the case may be, and sally forth to the home of your first hostess where all partake of soup, crackers and some entertainment; then on your way again to your second scheduled stop where another thoughtful hostess has the main course piping hot and ready to serve. It is a good idea to make the church basement your headquarters for desert and coffee so that your evening's entertainment can get underway without too much delay.



Breathing Winter Ozone

snowman contest or, for that matter, what's wrong with building forts and having a good old-fashioned snowball fight. Dog sledding, if possible, is lots of fun. Another idea is to decorate Christmas trees or shrubs with popcorn strings and suet and then watch for the different kinds of birds which come to dine (this could be duplicated in your own back yard after the party is over and thus develop into a longer project).

(4) A toboggan, skiing or skating party—maybe a cross-country hike with brief pauses outside the homes of sick friends and shut-ins who would most



Recreation in the Home:

LET'S SQUARE DANCE

When one of Montreal's top-notch night clubs introduces square dancing to its patrons it's a fairly good criterion that you are definitely in the groove when 'you swing your corner lady and promenade the hall'.

Of course many of you have probably square-danced your way straight through childhood, teen-age and well into adulthood but we should imagine that you will be the first to admit that you have never tired of them and that there is nothing like good old-fashioned square dances for a fun-packed, lively evening.

Then again, there may be quite a number of our readers who have never square-danced or, at least, have never attempted to call the dances. Cold, wintry evenings afford an excellent opportunity for family fun in the square-dancing realm when blizzards without make the home fires more appealing than ever. Floor space permitting, you might wish to broaden your circle to include relatives and neighbours and, since square dancing holds a universal appeal for all ages from grandma to Junior, you are guaranteed a successful evening. Why not make your home the setting for many impromptu square dance sessions this winter?

The minimum in music will suffice—records, piano, violin or guitar, etc. A 'caller' would be an asset if such a person is available within your family or community group. However, let us assume there is no caller available and that most of you are rank beginners in the square dancing field. You will find, by writing or visiting music stores, that square dance records are available with all the necessary calls on the records. Also square dancing books, containing instructions, calls and music are obtainable through most book stores.

On With the Dance

When you have your four couples squared off it's a good idea to walk through the figure once before attempting it to the music. And, of course, confusion will reign throughout the first few attempts at 'allemande left' and 'grand chain half-way round' etc., but that only adds to the merriment of the evening.

Almost any jig tune makes a good accompaniment for most square dances

—polkas, waltzes and similar dances excepted. However, if you are uncertain about the music any member of the local orchestra or many books will supply you with suggested tunes.

It is important not only to understand the calls but to listen carefully to the caller so that the proper figures will be executed in time with the music.

Next we come to that very important person—the caller; and we hope all of you will take your turn at calling the dances. It's good practise, lots of fun and a skill well worth acquiring.

With practice the caller develops a rhythmic, sing-song swing to his calling and becomes quite adept at ad libbing appropriate jingles between the calls, e.g.,

"Grand chain all way round—

Wink at your honey and pass her by
And kiss the next one on the sly" etc.

At first you may find it a little difficult to adjust the calls to the rhythm but, after some practice, you will find yourself swinging your calls unconsciously. Listening to and receiving pointers from an experienced caller is most helpful. With practice, will also come the ability to call without the sense of being hurried—a phase through which most beginners pass.

To the caller may also fall the responsibility of explaining and straightening out any set which is confused and he frequently demonstrates with one set any difficult figure that is new to the group.

Try this singing square to start your calling career. The tune is "The Red River Valley" and the caller may wish to have the couples hum the tune while he chants the following refrain.

"Red River Gal"

It's allemande left on the corner
And grand right and left half-way round,
And, when you meet your own, you
will promenade her home
And you'll swing with your Red River
Gal.

BACK YARD IDEAS FOR WINTER

1. How about a miniature curling rink? Tin cans filled with ice make suitable stones and use whatever space available for your sheet of ice. You will find six feet by twenty-five feet sufficiently large.
2. A snow slide. May be constructed anywhere where there is an elevation of roughly six feet, e.g., against the back porch, a mound in the garden or build one from solid snow. Pieces of cardboard make good substitute toboggans.
3. A backyard skating rink where small children may learn to skate without travelling too far from home.
4. A good-sized flat slide about two feet wide and fifteen feet long with plenty of space for a running take-off.
5. A snow fort or a family of artistically sculptured snowmen.

It's first couple up and you balance, (1)
And you circle to the left and to the right, (2)

And you swing with the opposite lady (3)

And you swing with your Red River Gal.

It's on to the next and you balance, (4) etc.

It's on to the fourth and you balance, etc.

It's allemande left on the corner, etc.

(1) First couple joins hands and assumes position before second couple where both couples balance (four short steps backward and four short steps forward to the music).

(2) Both couples join hands and execute a half circle to the left and then to the right.

(3) First gent swings with opposite lady.

(4) First couple moves on to third couple and repeats figure, then on to the fourth couple and does likewise.

The complete call is then repeated for the second, third and fourth couples.

Hope your winter contains many square-dancing evenings and brings forth many callers!

♥ HEARTS! HEARTS! HEARTS! ♥

Don't let 1950 catch you napping when it comes to parties. In other words—do your party planning early! February 14th is bearing down upon us rapidly so why not go all out in a party honouring St. Valentine.

Decorations are almost a must, and so easy and inexpensive to prepare. Here is where a smart program committee will delegate authority and bring in other members of the group to handle the decoration angle. The result should be a gaily decorated room emanating a gay ready-for-anything mood among your guests with riotous cupids dashing merrily about shooting arrows into large red hearts and dainty lace trimmed hearts, etc. You might also get some of your more artistic friends to do a few cartoons to be used as murals. A valentine box is a good idea—insist on the home-made variety and either have your guests make the valentines up in advance or devote fifteen minutes of your party time to making them on the spot. Lunch should follow the valentine theme if possible—pink and white icing decorated with hearts galore and maybe heart-shaped sandwiches and cookies.

Now to get down to the program proper. You'll want lots of games, sufficiently lively and interesting to keep the party moving at a fast pace. You might care to try some of the following suggestions.

Grand Entanglement

How about using what has been so aptly described as a "Grand Entanglement" to get your crowd into action. This is simply a grand march followed by a 'serpentine' figure executed in time to lively music. After marching around the hall in a large circle the leader goes down the centre of the floor and, at the opposite end, the first person goes to the right, the second to the left, etc. The two lines march to the far end of the hall where they meet and come up in twos. Around the hall again, first couple going to the right and second couple to the left, etc., and this time they come up the centre of the floor in fours. Once more around the hall with the first four going to the right and the second four

going to the left, etc. When you have your group coming down the centre in eights have everybody march on spot facing the front of the room. The people in each column of eight join hands. Now for the 'serpentine'!—The leader takes the hand of the person on the right end of the first line and leads that line behind itself and back in front of the second line. When the last person in the line passes the player at the right end of the second line, he takes that person's hand and the second line falls in. The leader continues, going behind the second line and then in front of the third line. The one at the end of the moving line always takes the hand of the one at the right end of the line behind him. This continues until all are united in a long chain circling the room. The leader then starts circling around in a corkscrew fashion, in smaller and smaller circles, until there is scarcely room for the leader to turn around in the centre. The leader then reverses direction and starts to unwind with the human chain following behind. **IT IS VERY IMPORTANT THAT ALL HANDS ARE JOINED FIRMLY AS A BREAK IN THE CHAIN SPOILS THE EFFECT AND RESULTS IN CHAOS.** When the leader has everybody back in a large ring once more he might care to weave in and out through the chain and, when he reaches the end, form an arch which the couples go under and then add to the arch. Sounds complicated, we admit, but try it a few times—it's lots of fun for all.

Copper Heart

You have all heard the expression 'a heart of gold'. Let's have a copper heart instead. For this game cut a cardboard heart about eight inches in diameter and, allowing a two-inch border, cut out a heart-shaped centre. To this frame sew a cotton sack and suspend it from the ceiling or light so that it is about six feet off the floor. Then standing six to eight feet away from it see which guest can toss the best out of five pennies into the heart. If money is a problem—and it can easily be—try a heart full of hearts simply by

cutting out many small hearts, mounting them on heavy cardboard to give them sufficient weight to carry, and see how many hearts the guests can toss into the heart. A record playing "You Are Always in My Heart" could accompany this game quite suitably.

Three Blind Mice and Three Peanuts

This game is also lots of fun. Divide the group into three teams. Place a peanut in the shell on the starting line for each team. The first player in each group gets on his hands and knees and blows the peanut across the floor. Between each blow, he and the rest of his team sing one line of "Three Blind Mice". When the peanut is blown across the finishing line, the contestant picks it up, runs back, replaces it on the starting line, tags the next player who repeats the procedure and so on down the line. The first team to finish wins.

Doughnut Race

A quiet game to enable your guests to get their breath back after some of the more strenuous activities. String doughnuts across the room on some heavy cord about four feet from the floor. Each player must keep his hands behind his back and eat the doughnut without letting any of it fall on the floor. (If you are in a lenient mood it is well to ignore a few crumbs as the players will find themselves in sufficiently deep water endeavouring to eat the doughnuts without biting into the holes). How about giving surplus doughnuts to the persons who are successful?

A Partner-finding Scheme

Before the party collect a number of things that automatically 'go together', e.g., salt and pepper, bread and butter, needle and thread, knife and fork, pencil and paper. These articles are wrapped separately and, at the appropriate time, passed out—one to each guest. At a given signal the parcels are unwrapped and the players bustle about to find the corresponding article. The first couple matched wins and you now have your group divided into partners for the following guessing game.

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It's A Great Day

FOR THE IRISH!

Shure and 'tis not only the Irish that will be wishing ye the top o' the mornin' and wearing the green on March 17th. Everybody loves to celebrate this great day and pay homage to St. Patrick even though they may not have witnessed the spectacle of the Saint driving the snakes from Ireland. The green light is set for you to go ahead and wrap up a gala occasion with Irish jigs and shamrocks. Possibly the following games will contribute to the success of your party.

Song Charades—Everybody knows lots of Irish songs and they are particularly adaptable to this game. Divide your guests into several groups with from four to eight players in a group. Every group must act out in pantomime a verse or title of an Irish song such as "The Irish Washerwoman", "Mac-Namara's Band", "The Wearin' O' the Green", "The Rose of Tralee" and countless others. At the end of the act the audience sings the song if they have recognized it or it may be necessary for the actors to render a repeat performance, this time turning it into a mock operetta and accompanying the actions with the musical strains of the refrain. If everybody enters into this game in a good party spirit the results will be highly entertaining and the various budding actors will bring the house down.

Chair Relay—The players form two equal lines of couples, facing in the same direction. There is a chair at the head of each line. At a signal the first couple in each line starts for the end of the room, the man carrying the chair. When they reach the goal the man puts the chair down and the girl sits on it. Both run back to the starting point with the chair and give it to the second couple in line and so on. The line finishing first wins the game. . . . careful—this game can become a bit rough!

Spell Down—The players are divided into two teams, A and B, and sit facing each other a few feet apart. The player at the head of line A begins by spelling a word, e.g., 'hat'. The player at the head of line B must spell a word beginning with 't', the last letter of the word—for instance 'toy'. The next player in line A spells a word beginning

with 'y' and so on. Any player who misspells a word, repeats a word that has been used, or hesitates longer than ten seconds in beginning, is dropped out of the game and the next player in the opposite line has the next turn. He spells a word beginning with the letter the last player failed to use successfully. The team whose players are last to be eliminated wins the game.

Couple Tag—The couples with hands joined stand in a circle. One couple runs around outside and tags another. The tagged couple immediately starts round the circle in the opposite direction. The players must not release joined hands while running. When the two couples meet they bow or shake free hands, pass to the right and continue running, each couple endeavouring to reach the vacant place first. The couple last in place becomes tagger.

Fixing Up Finnigan—Outline a picture of Mike Finnigan on a large piece of cardboard and tack it to the wall. Leave off his arms and facial features and cut these out of separate pieces of cardboard. Give one to each of the players and blindfold them in turn, lead them up to the drawing and the object is to pin on the missing features. When the blind have finished their job you will probably find poor old Mike Finnigan holding his nose in his hand, looking through an eye cockily perched on his tall silk hat and an ear tacked to a foot or other ludicrous set-ups.

Shamrock Hunt—Hide many little green paper shamrocks about the room, a letter G or an S on each one. When the hunt is over, each person counts the number of shamrocks he has found.



The one with the largest number is the winner. Now ask each player to count the S's or G's and to form two teams, the Greens and the Shamrocks for the next game.

Irish Sweepstakes—The 'Greens' and the 'Shamrocks' are arranged in relay formation. The players of each team, in turn, sweep a small wooden stake to the goal line with a broom or stick and back to the starting line when the next person in line is given the broom and stake. Green candies or St. Patrick's Day novelties are appropriate prizes for the winning team.

Of course no St. Patrick's Day 'do' is complete without a few Irish Jigs and songs so be sure to include some in your program.

Hearts! Hearts! Hearts!

(Continued from Page 23)

Guess What?

Before the party make some small cotton bags and place a different substance into each bag such as soap powder, soap flakes, rice, flour, coffee, tea, rice and sawdust. Number the bags. When the time comes to introduce this game give each couple a piece of paper and pencil and set a time limit in which the couples must discover, by feeling or smelling, what is in each sack. They record their findings on the paper and the couple getting all or most correct is the winning couple.

Hope these suggestions will help make you Valentine Party a big success. Have fun!

NEWS FLASH!

S.R.M. is very pleased to announce that Mr. Michael Meiklejohn, Administrative Officer of the National Physical Fitness Council, with special qualifications in the field of Theatre Arts, will be the adjudicator at the Junior Drama finals, the Technical School, Saskatoon, on March 22nd, 1950.

Saskatchewan Recreation

AT YOUR SERVICE

In addition to its general functions, The Division of Physical Fitness and Recreation, Department of Education (Saskatchewan Recreation Movement), in co-operation with the National Physical Fitness Division of the Department of Health and Welfare, offers to Saskatchewan the following specific services within the limits of time and staff available:

1. CONSULTATIVE SERVICES:

- a. Assistance to superintendents and teachers in planning and carrying out the school health and physical education program.
- b. Assistance with regard to the designing of gymnasiums, school grounds, playing fields, community centres, etc.
- c. Assistance with regard to problems of co-ordination of the school and community programs in recreation and physical education.
- d. Assistance to Physical Education Departments of the Normal Schools and University with regard to program planning.
- e. Aid to communities in planning, organizing and administering recreation, including problems related to construction and to programming.
- f. Assistance to sports governing bodies in all phases of organizing, planning and programming for athletics.

2. LEADERSHIP TRAINING:

- a. Assistance with teachers' institutes, conventions and other forms of in-service training.
- b. Provision of instructional personnel for the Normal Schools and University as arranged.
- c. Scholarships to helping teachers and other persons in supervisory positions, and to approved non-teacher instructors in specific skill areas.

3. PROMOTION AND ORGANIZATION

- a. Assistance in the formation of district and provincial high school associations for such activities as track and field, tennis, curling, baseball, hockey, skiing and dramatics.
- b. Assistance in the formation of community and inter-community

groups of a recreational nature.

- c. Organizational assistance as arranged with those individuals and groups receiving grants-in-aid as noted below.

4. GRANTS-IN-AID

- a. To District High School Associations to assist in the organization of inter-school activities of an athletic or recreational nature.
- b. To municipal governments which employ approved recreation supervisors on a part-time or full-time basis.
- c. To school boards under the provisions of the Night Classes Regulations for approved classes in physical education and drama.
- d. To sports governing bodies on a provincial level for approved programs towards the promotion and improvement of the particular sport concerned.

5. DRAMA

A consultant service with regard to the selection and presentation of plays; on stage settings and furnishings; and on the organization and activities of drama groups. Assistance to superintendents and teach-

ers with the school drama program, at institutes and conventions, and in arranging for competitions and festivals. Provision of a comprehensive library service in this field.

6. SOCIAL RECREATION

Consultative assistance to school and community groups in the provision of social recreation for their members. Assistance to youth serving agencies on a provincial level.

7. MISCELLANEOUS SERVICES

- a. The magazine "Saskatchewan Recreation". Circulation 9000.
- b. A library service in the fields of physical education, drama, social recreation, group work and community organization.
- c. Film library of physical education and community recreation topics.
- d. Provision of speakers for various organizations and groups.
- e. A resource agency. (If we haven't got the information, we can usually tell you where to get it.)
- f. Assistance to other government departments and to other organizations on a provincial level

FILMS

The following is a list of Physical Fitness Division films on deposit in the Provincial Film Library. These films are loaned to groups free of charge on the understanding that schools will pay the postage one way and other community groups will cover express charges both ways. Application forms are available at the Saskatchewan Film Board, Regina, and it is advisable to book your film well in advance of the date of showing and to state a second and third choice.

T 607 ADVANCED TUMBLING
T 871 BILL TILDEN'S ADVANCED TENNIS
T 608 BALL HANDLING IN BASKETBALL
T 606 BEGINNING TUMBLING
T 604 BATTING IN BASEBALL
T 603 CATCHING IN BASEBALL
T 609 DEFENSIVE FOOTWORK IN BASKETBALL
T 823 DISTANCE RACES
T 745 FIT FOR TOMORROW
T 815 FITNESS IS A FAMILY AFFAIR
T 605 FUNDAMENTALS OF BASKETBALL
T 867 HIGH JUMP
T 746 HOW TO SKI
T 611 INTERMEDIATE TUMBLING

T 868 SHOT PUT
T 610 SHOOTING IN BASKETBALL
T 602 THROWING IN BASEBALL
T 707 VOLLEYBALL FOR BOYS
T 822 WEIGHT EVENTS
T 816 WHEN ALL THE PEOPLE PLAY

New Films

Other films, which have been purchased recently by the Division and will be available in the spring, are:

PLAY BALL, SON
THE SPRINTS
THE BROAD JUMP
THE DISCUS THROW
THE JAVELIN
THE MIDDLE DISTANCE RACES.

Mrs. M. Robinson,
2039 Robinson St.,
Regina, Sask.



IN SEARCH OF OURSELVES

A dramatic radio series about human beings and their relationship with one another broadcast over CBC Dominion Network Stations at 9.30 p.m. MST. Study bulletins for the use of listening groups may be obtained free of charge by writing to Miss Olga Anderson, Director of Health Education, Department of Public Health, Regina, Saskatchewan.

Jan. 24—AN ADOLESCENT GANG

These boys and girls weren't happy in their homes and the neighbours made them feel they were a nuisance and not altogether welcome in the community. So they decided to run their own show with no interference from anyone. They'd show the adults how smart and independent they were! These high-spirited youngsters soon became an unruly gang.

Jan. 31—WHAT'S WRONG WITH THE CHILD?

He had all the symptoms of a serious illness, but the doctors could find nothing organically wrong with him.

Feb. 7—THE UNMARRIED GIRL BECOMES A MOTHER

This broadcast will indicate how the girl was driven to revenge herself on her parents in the most effective way that she knew. And what about her child—will it have a better chance for normal adjustment?

Feb. 14—THE BOY WITH A RELIGIOUS UPBRINGING

He learned about kindness, unselfishness and gentleness early in life and they became part of his behaviour pattern. He was well-liked and successful at home and at school. His troubles started when he met new ethical values when he began to earn a living.

Feb. 12—THE FEELING OF INFERIORITY

This Jewish girl is relieved to find she isn't the only one with such feelings. She lives in a land where many people feel inferior.

Feb. 28—THE UNWANTED FATHER

His wife didn't want him to help with the household tasks. The children didn't want his advice or help with their problems. The whole family felt that this father should provide a better living for them. How did this situation come to pass?

Mar. 7—THE DISAPPOINTED COUPLE

They believed in the eternally happy ending. When they found that they were on their own, they lacked the necessary training to handle their independence. Disappointments and tragedy came their way. They weren't equipped to face these stern realities. They blamed each other.

Mar. 14—TOO OLD TO WORK

We are now giving thought to our old people. We have to! Each year there are more and more old people in Canada. This broadcast may help us to understand what it's like to have your family grown up and on their own—your job taken away because some rule says you're too old—and no place to live but a rooming house.

Mar. 21—AN ALCOHOLIC WOMAN

A great deal of research has been done on the causes of alcoholism. We are beginning to regard the victims as men and women who are mentally ill, and the more modern treatment puts heavy emphasis on the psychological problems which are involved. This broadcast will indicate some of the causes of one woman's addiction.

Mar. 28—THE BOOKKEEPER

Some of the pressures which our customs and mores put upon us are almost more than we can bear. This bookkeeper had to "keep up appearances" for the sake of his family; his wife wanted more for the children than he could provide; his behaviour had to be extremely circumspect—or "what would the neighbours say?"

Apr. 4—THE LETTER OF THE LAW

This lawyer knew the law, but did he know anything about justice? Recent researches in the field of social sciences are causing us to question some of the bases of our legal concepts. This lawyer was of the "old school". What do you think about all this?